

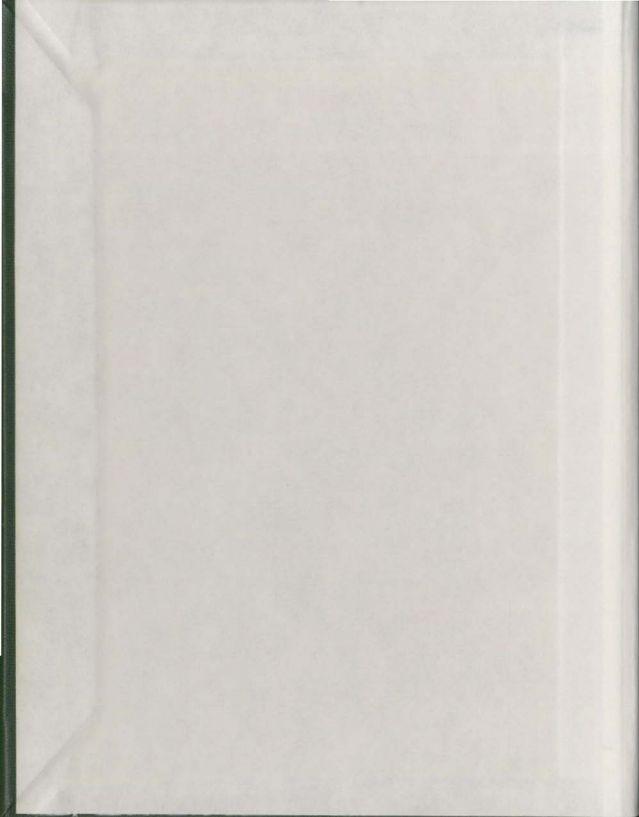
A STUDY OF THE TASK AREAS OF SELECTED  
NEWFOUNDLAND REGIONAL HIGH SCHOOL PRINCIPALS

CENTRE FOR NEWFOUNDLAND STUDIES

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A. STUDY OF THE TASK AREAS OF SELECTED NEWFOUNDLAND  
REGIONAL HIGH SCHOOL PRINCIPALS



by  
James Carl Pittman

A Thesis submitted in partial fulfillment  
of the requirements for the degree of  
Master of Education

Department of Educational Administration  
Memorial University of Newfoundland

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St. John's

Newfoundland

## ABSTRACT

The purpose of this study was to observe, identify, and describe, in a systematic fashion, the pattern of activities which comprise the daily work of selected regional high school principals in the Province of Newfoundland and Labrador. Four principals were observed for a total period of 16 days. The primary method used to collect data was direct, non-participant observation. A pilot study provided an opportunity to use the observational and recording techniques, and to make adjustments where necessary.

Data were collected on the ongoing sequence of activities for each principal. Composite scores were developed to show the proportion of total working time devoted to each category of in-school activity. Descriptive and analytical information concerning each category of activity, medium used, initiator, and location are also included.

The findings from the study indicated that the principal deals with a large number and variety of issues and problems each day, each of short duration. His administrative behavior is not always planned and organized; rather, it is frequently interrupted, and as a result, his work tends to be characterized by abruptness and discontinuity. The multiplicity of demands on the principal's

time by teachers, students, parents, and other formal/informal interest groups are generally concerns requiring his immediate attention. The principal, therefore, has little time during the school day for long-term planning and contemplating decisions.

One of the main pressures of the principal's job is that of planning and organizing his time. It is through the organization of his time that the principal will be able to take care of his lower-level management and maintenance functions, efficiently handle the critical functions, and thus, have more time available for professionally-oriented functions.

Findings of this study have implications for pre-service and in-service programs offered by educational institutions and teaching groups for educational administrators. Implications also exist for replication of this study at other levels of educational administration.

### ACKNOWLEDGEMENTS

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## CHAPTER I

### INTRODUCTION

The principal's role and responsibilities in a school are wide in scope and of great significance. Webb (1978:12) states that a principal's perception of his role and responsibilities "largely determines the kind of school he has and the quality of instruction and learning in it." Weldy (1979:1) quotes the United States Senate Selection Committee on Equal Opportunity on its perception of the role of the school principal as follows:

In many ways the school Principal is the most important and influential individual in any school. He is the person responsible for all the activities that occur in and around the school building. It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. He is the main link between the school and the community, and the way he performs in that capacity largely determines the attitudes of students and parents about the school. If a school is a vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success.

### STATEMENT OF THE PURPOSE

The central purpose of this study was to observe, identify and describe, in a systematic fashion, the pattern



of activities which comprise the daily in-school work of selected regional high school principals in the Province of Newfoundland and Labrador. More specifically, this study attempted to answer the following questions:

1. What were the purposes of the activities of these regional high school principals?
2. What was the frequency of and the proportion of time devoted to the various categories of activity engaged in by these principals?
3. What was the medium used in these activities?
4. Who initiated these activities?
5. Where did these activities take place?

In answering the first of these questions, the in-school activities of regional high school principals were categorized as follows:

1. student activities;
2. curricular and instructional activities;
3. teacher activities;
4. activities involving other principals, central office staff and officials of the Department of Education;
5. activities involving parents and the community;
6. school management activities.

These categorizations, similar to those used by Peterson (1978), are delimited further in a later section of this Chapter. Since this study was oriented toward identifying and describing a principal's daily in-school activities, the following information was obtained on each activity:

purpose; persons involved; frequency, duration; medium; initiator; and location.

#### THEORETICAL FRAMEWORK

Various agencies and groups influence a principal's role performance. The Schools Act, 1970, 80(2) outlines the legal duties of all school principals. These include the following:

- (2) Every principal in a school shall
  - (b) convene, at least once a month, a meeting of the teachers in his school with a view of developing uniform policies on discipline and efficiency of instruction and to ensure that religious instruction is being given in accordance with law and the directions of the appropriate denominational authority;
  - (c) report in writing to his school board the need of apparatus, materials, repair and fuel;
  - (1) suspend from school any pupil in accordance with regulations, rules and by-laws of his School Board and report forthwith in writing the facts of such suspension to his School Board
  - (p) subject to paragraph (i) of Section 19, exercise responsible supervision over teaching, timetables, examinations and promotions, methods and general discipline pursued in all classes and over the conduct of all pupils in his school;

The complete section of The Schools Act, 1970 outlining legal duties of school principals is included in Appendix A.

4

School board by-laws also state specific duties which principals must perform (see Appendix B). These formally written regulations, along with legislation, constitute the legal framework within which a principal must operate.

A principal's activities will be influenced by his personal expectations as well as the expectations which other formal and informal groups have for his role. An adaptation of Easton's Simplified Model of a Political System (1965: 112) provides some indication of how these expectations operate to influence behavior (Figure 1). Inputs into this model represent expectations for a principal's role. Processes represent activities in the task areas of a principal, while outputs represent decisions a principal makes or action he takes. Feedback from a principal's decisions and actions serves to influence future expectations for the principal's role.

Using an adaptation of Lonsdale's (1964:143) diagrammatical view of the level of interaction of the individual and the organization, the level of interaction of the principal and the school organization can be illustrated (Figure 2). The principal finds himself functioning in the school organization not only as his individual self, but also as one who occupies a specific role. As an individual, with all his needs, drives, and talent, a specific role--the principalship--is assumed. To a certain extent, the

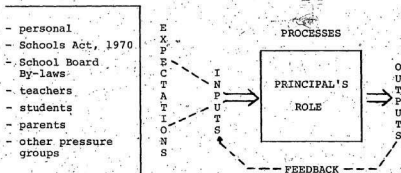


Figure 1  
Expectation Model

principal shapes this role, but he is also shaped by it.

#### Model of Social Behavior

A principal is influenced by role, personality and cultural factors. Using the General Model of Social Behavior adapted from Getzels and Guba (1957), Getzels, Lipham and Campbell (1968:106) illustrate how a given social act is the outcome of role, personality and cultural factors (Figure 3).

The Normative or Nomothetic Dimension illustrates that the institution is defined by its constituent roles and each role by the expectations attached to it. Similarly, the Personal or Idiographic Dimension shows that an individual is defined by a personality and that personality, in

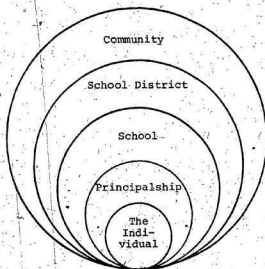


Figure 2

Levels of Interaction of the Individual (the Principal) in a School Organization

turn, by need-dispositions.

Getzels et al. (1968:80) state that:

A given act is conceived as deriving simultaneously from the normative and the personal dimensions, and performance in a social system as a function of the interaction between role and personality. That is to say, a social act may be understood as resulting from the individual's attempt to cope with an environment composed of patterns of expectations for his behavior in ways consistent with his own needs and dispositions.

★ A cultural dimension may also influence both the institution and the individual. This cultural dimension can

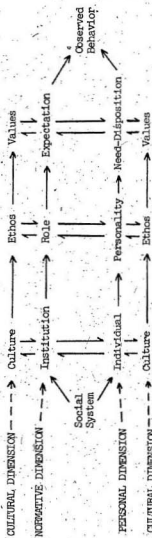


Figure 3

Operational Model of Normative, Personal and  
Cultural Dimensions of Social Behavior  
(Getzeis et al. (1968:106))

be defined by its ethos or mores which, as stated by Getzels et al. (1968:81) "mean merely a distinguishing pattern of values in a culture." Getzels et al. (1968:106) conclude that

Both the institutional expectations and the individual dispositions have, at least to some extent, their source in and are related to the culture in which the system operates.

It can now be understood that a principal is influenced by the institutional expectations of his role as principal as well as his own needs and dispositions. Both the expectations of the principalship and the personal needs and dispositions are to some extent influenced by the values of the community in which the system is located.

#### SIGNIFICANCE OF THE STUDY

An examination of related literature and research has indicated that only a limited amount of research has been undertaken in this Province in the area of the principalship. Warren (1959) examined the leadership role of principals. Walsh (1973) and Ivany (1975) studied the professional problems of principals. Lake (1967) investigated the vice-principalship, while Gosse (1975) studied the status of women in educational administration. Trask (1972) studied the selection criteria for elementary school principals and Ludlow (1968) the administrative performance of elementary school principals.

There is a complete lack of research, however, relative to the pattern of in-school activities which comprise the daily work of principals. There is therefore a need to identify and describe these activities at a time when the role of the principal is becoming increasingly complex and demanding.

As stated earlier, the principal is the most important and influential person in the school. Webb (1978: 11) emphasizes the importance of the principal with this statement: "as goes the principal, so goes the school." The principal is in a key position to provide administrative and supervisory leadership to his peers, teachers, students, parents and the community. As we enter the 1980's, with problems of declining enrollments, fiscal restraint, demands for rights by teachers, students and parents, and the reorganization of the high school curriculum, it is hoped that this study will provide insight into activities and task areas which will be of concern to the future high school principal.

It is also hoped that this study will provide the Department of Educational Administration, Memorial University of Newfoundland, the Newfoundland Teachers Association, the Newfoundland Association of School Administrators, the Department of Education, school boards, and schools with information that will assist in planning of both pre-service and in-service training programs for high school administrators.



Because the study offers a composite profile of a regional high school principal's daily in-school activities categorized into task areas, it provides a base to which all principals can compare their own daily in-school activities.

#### DEFINITION OF TERMS

Regional High School: "a school established within an area for the expressed purpose of accommodating all pupils in designated grades not lower than Grade IX." (The Schools Act, 1970)

Principal: the individual solely responsible for administrative and supervisory leadership in a school organization. He is the person responsible for carrying out the duties of a principal as stated in The Schools Act, 1970 and in school board by-laws.

Student Activities: activities in which the principal is directly involved with students in the areas of discipline, supervision, guidance, and teaching, or when he is alone, working on student related matters.

Curricular and Instructional Activities: activities in which the principal is directly involved with planning and coordinating curriculum development and instructional improvement.

Teacher Activities: activities in which the principal is directly involved with teachers in areas of student discipline, student supervision, scheduling,

orientation and student performance, or when he is alone, working on teacher related matters.

School management activities: general administrative activities which principals engage in to ensure that the school operates smoothly and efficiently. It refers to activities which are concerned with such things as operating procedures, short term planning and scheduling, and low level clerical tasks.

Scheduled meetings: meetings between the principal and others that were arranged at least 30 minutes prior to their occurrence.

Unscheduled meetings: meetings between the principal and others that took place by chance, on the spur-of-the-moment, or with less than 30 minutes notice.

Telephone calls: both incoming and outgoing telephone calls. Calls placed by the principal that were not completed, for whatever reason, were included.

Correspondence: time the principal spent processing incoming mail as well as writing letters.

Deskwork: time the principal spent at his desk, working on school matters, other than dealing with correspondence.

Tours: time spent by the principal in various parts of his school for the purpose of observing and supervising the general aspects of the school's operation.

#### DELIMITATIONS OF THE STUDY

1. This study focused on the job of the regional high school principal rather than on the principal himself and the quality of his work. It dealt with what the principal did rather than how well he did it.

2. The study was delimited to four regional high school principals located on the Avalon Peninsula. Two of these principals administered schools in St. John's, one with the Integrated Board and one with the Roman Catholic Board, and two regional high school principals administered schools in other areas of the Avalon Peninsula.

#### LIMITATIONS OF THE STUDY

There are a number of limitations impinging on this present study. First, it was conducted during the months of April and May. It was therefore not possible to obtain a representative sample for the entire school year. The second limitation relates to the method of data collection. While efforts were made to control for subjectivity and bias, elements of these may indeed have entered in. The observed behavior of a principal may have been modified or altered, either consciously or unconsciously, because of the presence of the observer.

Size of the school and the grade levels taught limit generalizability of findings. Findings are generalizable only to regional high school principals who administer schools similar in size to the schools administered by the principals observed in this study.

Small sample size (four regional high school principals) also limits generalizability of findings. The decision to conduct this study in only four schools was based on the large amount of time involved in performing an observational study. It is felt that detailed data obtained by direct observation of this small sample add confidence to its validity and reliability. It is hoped that these data are more valid and reliable than data which could have been obtained from a larger population using a questionnaire.

This study was also limited to the principal's in-school activities. It would have been difficult, if not impossible, for the researcher to obtain accurate detail on the work the principals did outside the school.

#### OVERVIEW OF THE STUDY

This study is organized into five chapters. Chapter I describes the purpose of the study, its theoretical framework and its significance. Also included are the definition of terms used in the study, as well as delimitations and limitations of the study.

Chapter II presents a review of related literature and research, thus providing a background to the study.

The research methodology used in the study is included in Chapter III. This chapter describes the sample, instrument, procedure, method of data analysis, and pilot study.

Chapter IV contains the presentation and analysis of data.

A summary of the study is included in Chapter V. Also included in this final chapter are the findings, a discussion of these findings, and selected implications.

## CHAPTER II

### REVIEW OF RELATED LITERATURE AND RESEARCH

The purpose of this chapter is to review the related literature and research. To facilitate this undertaking, the chapter focuses on six task areas secondary high school principals engage in while performing their job; namely,

1. student activities;
2. curricular and instructional activities;
3. teacher activities;
4. activities involving other principals, central office staff and officials of the Department of Education;
5. activities involving parents and the community;
6. school management activities.

In addition, the results of two observational studies on the task areas of school principals are included. It should be noted that there is a vast amount of information available concerning this topic. Consequently, this review is selective, reporting only on a limited number of reports and studies.

#### Student Activities

Working directly with students is an important function of the school principal. For the purpose of this

study, student activities are defined as activities in which the principal is directly involved with students or when he is alone, working on student related matters. This section examines a principal's involvement with students in the areas of discipline, supervision, guidance and teaching.

One of the major areas of a principal's involvement with students is discipline. Kincaid (1979:16), Wood et al. (1979:221), Gorton and McIntyre (1978:57), Peterson (1978: 2) and Jerrems (1968:26) support the view that of the time a principal spends working with students, the area of discipline is most frequently a major concern. This being the case, a principal must be willing to devote both time and effort into developing guidelines and procedures for preparing and maintaining school rules. Kincaid states:

The operation of a school's disciplinary program requires a total commitment on the part of school administrators. It must receive day-to-day attention of sufficient intensity to assure that students behave so that the school program can go forward.

It is the responsibility of a principal to ensure that poor student behavior does not interfere with the attainment of a school's goals and objectives.

Jerrems (1968:26) points out that the principal, "as the ultimate authority within the school, must deal with those problems of misbehavior which teachers and other staff have failed to resolve." The principal is recognized by students as the one individual in the school who exercises most control and influence over their school activities.

He sets rules for them; he can assign and schedule them; he can detain and suspend them; and by following proper channels, he can expell them.

Although the principal often delegates responsibility of student discipline to the vice-principal, he will still be involved any time there is serious misbehavior. Weldy (1979:55) states that "principals are directly involved in establishing the rules of behavior, the penalties to be applied and the processes to be used." Jerrems (1968) and Weldy (1979) both agree that the principal, as the responsible head of the school, cannot delegate ultimate responsibility for student behavior to anyone else.

The principal, as chief administrator of a particular building, is responsible for supervising students in all aspects of their school life. He is in contact with students in a supervisory capacity while visiting classrooms, walking in the hall, or when attending other informal or extra-curricular activities. While much of his student supervisory responsibility is delegated to other teachers and student activity advisors, the principal still remains responsible for overall supervision of students.

A number of writers have commented on the role of the high school principal in extra-curricular programs. Williams (1964:62) feels that supervision of student extra-curricular activities is a function to be performed by the secondary school principal throughout the school year.



Wood et al. (1979:203) state that "idealistically, the principal should have time to spend each day<sup>3</sup> for the supervision of activity programs." Jacobson et al. (1973:326) suggest that in small schools, the principal is directly responsible for proper supervision of extra-curricular activities while in larger schools this responsibility is delegated to other staff members.

Because of the increased size of today's high schools, the student population has wide ranges of ability, motivation, deficiencies, physical, and emotional problems. Since the principal is the responsible head of the school, he is often directly involved with student counseling and career guidance. In a study of Australian high school principals' work patterns, O'Dempsey (1976) found that principals spend 30 per cent of their time on student guidance and advising students on careers. With reference to guidance activities, Jerrems (1968:23-37) suggests that principals must be "approachable" by students and be able to "communicate" with them.

Wood et al. (1979:261), Jacobson et al. (1973:233), Anderson and Van Dyke (1972:186), and Ovard (1966:277) contend that in many small schools, principals work directly with individual students while in larger schools, principals act as leaders and directors in the development and improvement of the school guidance program.

The amount of time a principal spends teaching students is determined by the size of the school. Principals of small high schools tend to spend a greater portion of their time teaching than do principals of larger high schools. Hemphill et al. (1965:84), in a study of the senior high school principalship, found that 65 per cent of principals in the United States performed no regular classroom teaching. This was mainly so in large high schools. In small high schools, principals were found spending six to 26 per cent of their time in regular classroom teaching. In a follow-up on the Hemphill study, Byrne et al. (1978: 21) found that the number of principals having no regular teaching duties had increased to 85 per cent. This increase was attributed to the general increase in school size since 1964--hence the necessity of devoting more time to administrative planning.

In summary, it should be stressed that a principal can work positively with students only if adequate communication channels exist whereby principal-student contact can take place. Wood et al. (1979:72), and Godton and McIntyre (1978:58) suggest that the key to a principal's relationship with students is regular informal communication. Being visible, visiting the students in a positive, enthusiastic manner in the classroom, halls and cafeteria, at school activities and in other informal settings is central to effective principal-student communication. Weldy (1979:19) states:

... the activities of a principal should constantly demonstrate that he cares about students, shows interest in them as persons, and identifies with their successes and failures. By doing so, they will view him as a person who will relate to them as human beings--not as an awesome individual--known as the principal.

### Curricular and Instructional Activities

Results of studies by Byrne et al. (1978), Krajewski (1977), Bowman (1977) and Hemphill (1965) indicate that principals perceived as their primary function the development and improvement of curricular and instructional programs. It was also found in these studies, as well as in studies by Peterson (1978) and O'Dempsey (1976), that principals are not spending as much time on tasks related to this function as they would like to. While instruction is considered in response to curriculum, for purposes of this study, they will be discussed separately.

A principal's role in curriculum development is one of leadership. This role is endorsed in the writing of Wood et al. (1979), Anderson (1972), Miklos (1968) and Walsh (1968). They believe that the principal must be involved with helping teachers become better informed about curriculum development and instructional improvement.

It is not expected that the principal become an expert in all areas of the curriculum. Weldy (1979:41) implies:

Although the principal cannot have specific knowledge of every curricular area taught in

his school, his knowledge should at least embrace the general trends and movements within each subject area. He must have sufficient knowledge to understand and evaluate curricular innovations that are being tried in schools throughout the country.

Williams (1964:189) suggests that "the good secondary school administrator is often an expert in utilizing the teaching staff toward curriculum improvement."

Several writers make some key points regarding the principal's leadership role in the areas of curriculum.

Anderson and Van Dyke (1972:103) comment as follows:

Enhancing the educational growth of students is the main business of the school and the curriculum is the chief medium--the substance of what pupils learn and the methods by which they learn. Other components of a school, such as supervisory services and business management, have value chiefly as they contribute to the strength and implementation of the curriculum. . . . Curriculum planning involves the participation of many people and the reconciliation of many ideas. Because of its educational import and the complexities of the planning process, the curriculum demands more skillful leadership than any other aspect of the school program.

Williams (1964:161) makes this statement about the leadership role of the principal in curriculum:

The requirements of the position make it imperative that the secondary school principal understand the tasks that must be undertaken to develop a well planned and coordinated curriculum. Determining the adequacy of the curriculum, deciding what process is to be used in selecting the content for courses, determining what additions from the program of studies should be made, and knowing the specific trends in subject matter areas--these are some of the administrative duties and responsibilities involved in construction.

When a principal is involved in curriculum development and improvement, it is imperative that he work through

teachers in that process. Ludlow (1968:175) lists certain ways in which teachers may be involved:

1. in formulating school objectives;
2. utilizing community resources in enriching the curriculum;
3. experimenting with course content;
4. reading professional literature.

Wood et al. (1979:139) also summarize the importance of the principal's role in curriculum development and improvement, and the necessity of teacher involvement. They suggest that:

Most important in curriculum development is the opportunity for self-improvement. While one of the objectives of the faculty working in the curriculum is to develop a better educational program, the primary function is teacher self-improvement through the teachers more complete understanding of their own subject and ways to improve the learning of students. Curriculum development is a continuous process which should involve all members of the faculty. It will not succeed without organization and attention from the principal.

Melton and Stanavage (1970), Brieve (1972), Wood et al. (1979), Weldy (1979), and Jacobson et al. (1973) believe that the secondary school principal's most important task is the improvement of instruction. Based on this belief, these writers contend that it is the principal who is the single most important individual in influencing and planning the instructional program in a school. As Melton and Stanavage (1970:25) state, "all his other activities must support his central function, the improvement of instruction."

Brieve (1972:15) contends that principals must always be prepared and ready

to encourage staff leaders, suggest ideas, and help with planning and organization relative to programs, strategies and techniques, etc., which have potential for the improvement of instruction.

Melton and Stanavage (1970:26) suggest that a principal must be a skillful supervisor of instruction, adept at:

1. organizing and developing the teaching staff into a coherent unit committed to creating the best possible situation for the students;
2. supervising individual teachers to assist them in their self-improvement efforts;
3. evaluating teacher performance on the basis of cooperatively-determined objectives and criterions;
4. nurturing potential staff leadership by providing opportunities for professional growth.

Through regular supervision of his staff, a principal can observe the kind of teaching that takes place in his school. He can learn the strengths and weaknesses, along with the styles and idiosyncracies of his staff. Weldy (1979:37) says that as a result of teacher observations, the principal gains the added responsibility to "compliment the accomplished, support the inexperienced, counsel the specialists, and correct or eliminate the incompetent."

Wood et al. (1979:91-128), Sharkan and Temba (1978: 27-31), and Jacobson et al. (1973:135-146) suggest methods and strategies to be used by principals to improve their

school instructional program. These include: staff meetings, classroom visitations, individual conferences, group meetings, supervisor/consultant-teacher conferences, provision of professional reading material, workshops, inter- and intra-school visitations, micro-teaching, demonstration teaching and teacher centers.

Melton and Stanavage (1970:15) suggest certain daily activities which principals can engage in to aid instructional improvement:

On a day-to-day basis, the principal can confer with a teacher after a classroom visit and make concrete suggestions concerning the improvement of a class and/or individual relative to instruction. He can keep the teachers informed of workshops and college classes that might meet their needs. He can be familiar with the various materials purchased and thus know what to recommend to whom. He can supervise and make recommendations to all teachers, not just teachers new to the building.

Development and improvement of curricular and instructional programs is believed to be the most important function of the school principal, not only by writers in the educational field, but also by principals themselves. Curricular and instructional development and improvement can take place only with a joint effort from all teachers, under the leadership and direction of their principal.

#### Teacher Activities

Principals work with teachers on a variety of matters other than the development and improvement of curricular and

instructional programs. This section will focus on a principal's involvement with teachers in the areas of student discipline, student supervision, scheduling, and orientation of new teachers.

In developing rules and regulations for student discipline, principals must follow provisions outlined in legislation and in the general policies established by their school boards. The Newfoundland Schools Act, 1970, 80(2) states:

Every Principal in a school shall

- (1) suspend from school any pupil in accordance with the regulations, rules and by-laws of his School Board and report forthwith in writing the facts of such suspension to his School Board;
- (s) subject to Section 84, maintain proper order and discipline in carrying out his duties, avoiding corporal punishment except when all other methods of enforcing discipline have failed and then keep a record of all offences and the punishment administered, which records shall be open to inspection by the appropriate Superintendent.

School Board by-laws and policies generally elaborate on the above mentioned section of The Schools Act, 1970.

The specifics of a principal's role with respect to student discipline is illustrated in Section 2(13) of the Exploits Valley Integrated School Board By-Laws. It states that:

- (13) The principal may suspend for serious breaches of discipline. These suspensions shall not exceed five school days duration and a maximum of ten school days in any one school year. In each case where a suspension is given, the principal shall forward to the parents, a letter explaining the reason(s) for the suspension and shall forward a copy of the



letter to the Superintendent. Expulsion may be effected only after consultation with the Superintendent, and in accordance with Section 83 and 83(a) of the Schools Act (Chapter 346) 1970 and amendments thereto.

Wood et al. (1979:224), and Duke (1979:8) contend that a principal should collaborate with his staff, his students, and even parents, in the development of school rules and regulations. Wood et al. (1979:224) state:

In order to ensure more effective implementation of rules and regulations, those affected by the rules and regulations must be involved in their formulation. Teachers and students will more willingly accept rules and regulations to which they are committed.

Duke (1979:8) holds a similar view:

Good discipline results from concerted efforts by administrators, teachers, students, parents and community resource people to determine the exact nature of school behavior problems, identify their causes, and confront corrective measures in a forthright and fair manner.

Jerrems (1968:26) believes that a principal must deal with problems of student behavior which teachers cannot resolve since he is ultimately responsible for resolution of all discipline problems in the school. Anderson and Van Dyke (1972:382) suggest that principals should support teachers with their discipline problems unless a serious injustice is done to the pupil by a teacher. They write:

... the principal must be on his guard constantly in backing teachers in discipline cases, for unless they have confidence in his support of them, maintaining a good program of discipline in a school is a lost cause. When a teacher is clearly wrong and an injustice has been done to a student, the principal should make every effort

to persuade the teacher to revise his action in order that the principal does not appear to be overwhelming the teacher.

The Newfoundland Schools Act, 1970, 80(2) (r) states that a principal shall "arrange for the regular supervision of pupils on the premises of his school." It then becomes necessary for the principal to assign teachers responsibility for corridor and lunchroom supervision, playground supervision, supervision of field trips, and supervision of other extra-curricular activities. In assigning these supervisory duties, the principal must abide by The Newfoundland Teachers Collective Agreement, 29.01 which states:

There shall be consultation at the local level between teachers and their Principal in determining the allocation to teachers of curricular and non-curricular duties and in determining the work load of teachers, every effort shall be made to ensure that the workload is distributed in a fair and equitable manner.

Jacobson et al. (1973:325-327); and Ludlow (1968: 173) contend that teacher supervision of extra-curricular activities should be divided equally among the staff with due consideration of teaching load, interests, and health.

It is the responsibility of a principal to develop a functional schedule to facilitate smooth operation of the school. The principal should work with his teachers to develop an appropriate schedule for classes such that students will receive maximum benefit. The principal's, and teachers', first concern in scheduling should be the best interest of the students.

Wood et al. (1979:280), Jacobson et al. (1973:84), and Anderson and Van Dyke (1972:159) contend that teachers must have input into the scheduling of course assignments such that the principal can avoid assigning teachers to fields where they have insufficient training. They also suggest that, where possible, a teacher should be assigned to preferred courses in his area of training but that he be willing to accept some courses that do not represent his first choice. Teacher input into the scheduling process will ensure that students receive maximum instructional benefit since a teacher will be teaching courses in which he is trained and those he prefers to teach.

Wood et al. (1979:86) state that "proper orientation is one of the most important aspects of producing a successful and well-adjusted teacher." The principal should work with teachers presently on staff to develop the kind of orientation program best suited to their particular situation. Wood et al. (1979:88) and Kowalski (1977:2) endorse the idea of a cooperating teacher or a buddy teacher to acquaint new teachers with the school and its basic operational procedures.

Wood et al. (1979:88), Tisher et al. (1978:23), and Kowalski (1977:79) suggest areas which principals and cooperating teachers should cover with new teachers. These include: (a) district and school philosophies; (b) school administrative regulations and procedures; (c) parental

contacts and community involvement; (d) in-service opportunities; (e) recording and record-keeping responsibilities; (f) operational procedures; (g) school discipline policies and procedures; (h) the evaluation system; (i) scheduling and course assignments; and (j) the curriculum.

The areas of principal involvement with teachers discussed in this section are only a few of the areas in which principals work directly with teachers or on teacher related matters. All areas of involvement between teachers and principal must reflect mutual confidence to ensure that the best possible learning environment exists.

Activities Involving Other Principals, Central Office Staff and Officials of the Department of Education

In Newfoundland, legislation has outlined the responsibilities of principals in working with other principals, central office staff and officials of the Department of Education. The Schools Act, 1970, 80(2)(n) states that principals shall "attend when requested by the appropriate superintendent meetings related to school matters." Various school board by-laws articulate that principals attend, when requested, meetings with fellow principals, coordinating principals and supervisors, on school related matters. With respect to coordinating principals, by-laws such as those established by the Bonavista-Trinity-Placentia Integrated School Board (1978:7)

outline his functions. These include:

- (a) carry out such duties as are defined in Section 78(2) of the School's Act, 1969, and amendments thereto;
- (b) subject to Section 19 of the School's Act, 1969, exercise general supervision over all school programmes; property, teachers, and other employees of the School Board in his school system, and ensure that each school is visited at least once each month of the school year;
- (c) co-operate with the school principals and Board Supervisors in articulating the programmes in the elementary and secondary schools in his school system;
- (d) act as a means of communication between the Superintendent and staff in his system both professional and non-professional.

It should be noted, however, that the position of co-ordinating principal in Newfoundland terminated at the end of the school year, 1979-80.

A number of writers have endorsed the importance of central office-principal meetings. Rogus' and Matczynski (1977:43) state that:

An internal communications system must be established between central office management and the principals wherein all parties meet regularly in system-wide problem-solving and data collecting efforts. . . . If principals are to manage an ever increasing line of responsibility, they must have the opportunity to articulate their positions and believe that their inputs are heard.

Rogus and Matczynski (1977:43) also recommend that school principals develop support groups of eight to ten members to identify and discuss common problems and their solutions.

Wood et al. (1979:127) and Jacobson et al. (1973:138)

contend that central office supervisors are highly qualified professionals who can assist principals with their supervision and evaluation of teachers. Jacobson et al. (1973: 138) state that

Supervisors work with the principal. . . . The principal who fails to utilize their services is failing his responsibilities, because the principal's authority is not undermined through their assistance.

The working relationship between the principal and the superintendent is somewhat that of subordinate to superior. Jacobson et al. (1973:52) state that:

. . . the principal is the chief representative of the superintendent in the local school. . . . Through general rules and regulations and by specific instructions and directions, the board of education and the superintendent impose themselves upon the administrative prerogatives of the principal.

Wood et al. (1979:177) also refer to the relationship between the principal and the superintendent. They state the following:

The principal and the superintendent must be compatible if the school is to be administered under optimum conditions. The superintendent must enhance the morale of the principal whenever possible. This can be accomplished through providing adequate secretarial help and support in time of undue attack from parents, teachers, and more recently, the students themselves. On the other hand, the principal must support and protect the superintendent from unfair attack. The principal is an administrative officer and, as such, has responsibilities for enforcing policy which may not be popular with some teachers.

A principal must establish favourable working relationships with his superiors and his equals to ensure that the school

and the school system operate at maximum efficiency.

#### Activities Involving Parents and the Community

The principal, as head of a school, must assume responsibility for keeping parents and the community informed about all aspects of the school: its needs; its practices; and its accomplishments. It is necessary for the principal to develop a functional school-community relations program. As Kindred (1957:16) suggested, such a program should aim to increase citizen understanding of educational needs and practices and encourage intelligent citizen interest and cooperation in the work of improving the school. Miklos (1968:7) stressed the importance of good communication in school-community relations in this statement:

Communication may be the major objective in school-community contacts; the school seeks to provide information and to obtain reactions to its programs and activities. As a result of this communication there may be mutual influence of the school on the community and the community on the school.

The principal of a school is in an ideal position to both receive and disseminate information about the school. As Miklos (1968:4) notes, principals find themselves in a strategic location as far as school system communications is concerned. Information from the community is channeled through the principal. Similarly, communications and information from these sources which is intended for the school as a whole passes through the office of the principal. This

not only gives him access to much information but also places upon him the responsibility for accurate and effective transmission of messages.

Wood et al. (1979:73), Dapper (1964:75), and Moehlman (1957:157) propose certain basic elements which a principal must consider when establishing a sound school-community relations program. A principal should have a well planned program which is an integral part of the school's educational system. His program should be honest in content and execution, comprehensive, and have a continuous, positive approach. It must encourage involvement by others as well as disseminate information. It must extend to every community group as well as to parents.

Jacobson et al. (1973:451-473), Ludlow (1968:172), and Kindred (1957:409) suggest a number of specific areas of involvement for the principal in school-community relations. These include:

1. Taking an active role in interpreting the school to the public; that is, keep the parents and the community informed.
2. Providing opportunities for parent-teacher interaction.
3. Encouraging parents and other publics to attend assemblies and other school programs.
4. Encouraging teachers and parents to participate in a parent-teacher association.
5. Being open to parent visitations whenever possible.
6. Taking an active part in community affairs



by participating in community clubs and organizations.

7. Encouraging teachers to participate in community activities.
8. Being open to requests by community groups for speaking engagements.
9. Coordinating the community use of schools.
10. Planning for parent workshops.

It must be stressed that the principal is of primary importance to the development and operation of a successful school-community relations program. He must ensure accurate dissemination and receipt of all information about the school to and from the community. This will ensure both complete understanding of, and support for, the educational process ongoing in his school.

#### School Management Activities

School management activities refer to those activities principals engage in to ensure that the school operates smoothly and efficiently. Spencer (1970:94) contends that "the secondary school principal is often torn by conflicting demands upon his time--demands to run an efficient and orderly school, demands to exert his influence over the instructional program." Jacobson et al. (1973:415) comment on the managerial aspect of a principal's role in this statement.

The educational functions, of course, exceed in importance the duties which are managerial in nature, yet without the efficient performance

of the managerial tasks, the school as an educational enterprise operates under serious handicaps.

The Newfoundland Schools Act, 1970, 80(2) contains several references to the managerial duties of a principal. These include such tasks as: writing reports; requisitioning equipment and supplies when necessary; maintaining accurate files and records; and scheduling of personnel and activities within the school. Wood et al. (1979), Bowman (1977), Jacobson (1973), Anderson and Van Dyke (1972) and Spencer (1970) suggest a number of general administrative-routine tasks which principals tend to be involved with. These tasks include requisitioning supplies and equipment; student transportation; school lunch program; building maintenance; maintaining records; distribution of instructional materials; supervising the work of the janitor; canteen and cafeteria auditing; and others.

As previously stated, a principal's most important role is one of leadership in curriculum and instruction. Research by Peterson (1978) and Bowman (1977) indicates that principals are spending a substantial proportion of their time on managerial tasks. Studies by Byrne et al. (1977) and Hemphill et al. (1965) produced similar results, but also indicated that principals, although spending a great proportion of their time on school management, felt that they should spend the greatest proportion of their time on developing and improving curriculum and instruction.

Spencer, (1970:93) suggests several guidelines which principals could use to reduce the amount of time spent on school management activities--thus leaving more time for working on curricular and instructional programs.

1. Move the problem as far down the authority structure as possible. . . . Give the responsibility to the people closest to the problem.
2. Analyze your own distribution of working time on routine. . . . Get your priorities in the right order.
3. Keep adequate records and maintain good files.
4. Institute an annual review of your routine procedures. . . . Avoid excessive devotion to an outmoded routine.
5. Make particular efforts to ensure that those who actually implement the routine procedures understand the importance of what they are doing.

It should be realized that with effort and planning, the amount of time a principal spends on school management activities could be reduced. This being the case, a principal would have more time available to devote to other task areas, especially the improvement and development of curricular and instructional programs. However, school management activities that are performed efficiently will result in a school which operates smoothly and effectively.

#### Related Observational Studies

While the greatest portion of this chapter has been devoted to a review of literature related to the categories

of activity of the high school principal, this study also examined the medium used, the locus of initiation, and the location of each activity within the school. Two of the most significant observational studies conducted elsewhere concerning these matters are those by Peterson (1978) and O'Dempsey (1976). This section notes the results of these two studies relative to this thesis.

In a study titled The Principal's Tasks, Peterson (1978) observed two elementary school principals for more than twenty hours over a period of several weeks.

Functional categories: The proportion of time spent by the principals on each of Peterson's categories of activity is presented in Table 1. The greatest proportion, 30 to 46 per cent, was spent working with students. Working with parents and the community and curricular and instructional concerns both involved ten per cent or less of each principal's time.

Frequency distribution and duration: Peterson's findings show a large number of very short activities each day. Both principals averaged 13 activities per hour, with a range from four to 50 activities per hour. Most of the activities lasted from one to two minutes. Over 85 per cent of each principal's time was spent on activities lasting less than nine minutes.

Location: Each principal observed by Peterson spent approximately 80 per cent of his time in the general office

TABLE 1

Proportion of Time Spent by Each Principal on Each Functional Category (Peterson, 1978)

Functional Category	Proportion of time (%)	
	Principal One	Principal Two
1. working with students	30%	46%
2. working with professional staff	26%	36%
3. activities involving parents and the community	10%	3%
4. planning and coordinating curricular and instructional programs	9%	3%
5. general administrative tasks	25%	12%

area, either in his private office or main office space. About 15 per cent of these principals' time was spent in the halls. Neither principal spent much time in classrooms, less than five per cent in both instances.

Locus of initiation: Peterson found that the principal was the primary initiator of activities in each school. Both men initiated activities over 60 per cent of the time. This means that almost 40 per cent of the principal's day was filled with activities initiated by others. These demands were most often unexpected and required

immediate attention.

Conclusions: Peterson discovered that the time use of principals studied was characterized by activities of short duration which were highly varied in function and which change with great frequency throughout the day. Many of the principal's activities were initiated by others. Peterson found that the tasks were highly varied in difficulty and in type. The principal engaged in service to teachers, advisement on procedures and schedules, and low level clerical auditing, but seldom worked on technical core issues or those involved in change and innovation. He accomplished most of his work in or near his office. People who wanted to see the principal came to him.

The research project by O'Dempsey (1976), Time Analysis of Activities, Work Patterns and Roles of High School Principals, sought to find out what principals really did in relation to various statements made as to what they should do. He observed three high school principals for a total observational period of 20 days.

Categories of activity: O'Dempsey used 16 categories of activity. He found that the tasks given the most attention, an average of approximately 15 per cent of all time, were those associated with personal teaching, student guidance, and advice on student careers. Approximately 11 per cent of the observational time was spent on activities dealing with teaching and non-teaching staff, student discipline, and

control tasks.

Other approximate allocations to various areas were: mobile and static surveillance, four per cent; finance, plant and equipment, three per cent; membership of a professional organization and keeping up to date, three per cent; and other activities, four per cent.

Length of contacts: The findings of this study show that 87 per cent of all activities engaged in by principals were of three minutes or less duration. The average duration of each activity was one minute 56 seconds.

Location: Measurements of time spent in various locations produced the following approximate figures. During the work day, principals expended 44 per cent of their time in their offices, 15 per cent in passageways (usually on the move), 14 per cent in classrooms, eight per cent in their secretary-typist's office, nine per cent on the school grounds and fields, and the remaining ten per cent at other locations in the school.

Medium: O'Dempsey found that principals prefer verbal contacts. His findings showed an average of 68 per cent of time was spent in face-to-face contact, six per cent on the telephone, and one per cent on the intercom. Approximately eight per cent of the principal's time was spent in contact with the secretary. This resulted in a total of over 80 per cent of total time spent on verbal contacts. O'Dempsey's findings also indicate that 78 per

cent of all activities, and 62 per cent of total time, involved contacts and actions judged to be unscheduled.

Locus of initiation: As an indicator of the degree of control which they exercise over their working day, principals initiated approximately 65 per cent of their contacts. Breakdown of who the principal was in contact with shows: staff teachers, 20 per cent; subject (department) heads, nine per cent; vice-principal 17 per cent; secretary, 18 per cent; and parents, five per cent.

Conclusion: O'Dempsey's study showed that principals exhibit more similarities than differences: the job is very much the same in each school, with variations depending on the time of year, and to a lesser degree, on the school's location and its socio-economic supply area. The major differences observed derive from personal "style" and management practices used by each principal.

#### Summary

This review of related literature and research looked primarily at the task areas of high school principals. It reflects that principals spend a substantial proportion of their time performing general administrative tasks and working on student discipline. It shows that developing and improving curriculum and instruction is often considered the most important task which principals engage in. It also shows the importance of good communication between



principals and teachers, students, parents, community groups, other principals, and central office personnel. It illustrates that in all his actions, the principal must be an effective educational leader, a person who can give leadership, guidance, and direction to the school as an educational enterprise.

## CHAPTER III

### THE RESEARCH METHODOLOGY

This chapter describes the research methodology of the study using the following headings: (I) the sample; (II) research procedure; (III) analysis of data; and (IV) the pilot study.

#### THE SAMPLE

The population for this study consisted of all regional high school principals on the Avalon Peninsula. The size of this population was eight principals. All information for defining the population was obtained from the Directory of Newfoundland and Labrador Schools, 1979-80.

The sample studied consisted of four of the eight regional high school principals. Principals were chosen randomly, reflecting the following stratification:

- (a) one principal from Integrated regional high schools in St. John's;
- (b) one principal from Roman Catholic regional high schools in St. John's;
- (c) two principals of regional high schools located in other areas of the Avalon Peninsula.

Table 2 presents data on the number of students, teachers, and support staff each regional high school principal was responsible for administering.

TABLE 2  
Number of Students, Teachers and Support Staff  
in Each Regional High School

	School			
	A	B	C	D
Students	590	563	750	650
Teachers	31	29	34	29.5
Support Staff	9	8	7	7

The student population of the schools visited ranged in size from 750 in School C to 563 in School B. The number of teachers averaged approximately 30 while the number of support staff averaged eight.

Information presented in Table 3 indicates administrative experience and training of each of the principals observed. The total years of teaching experience ranged from 35 years for Principal C to 14 years for Principal B. The number of years spent as a principal varied from 22 years for Principal B to five years for Principal A. All principals have completed a graduate program in Education, either a

Masters or a Diploma.

TABLE 3

Administrative Experience and Training of Each  
Regional High School Principal

	Principal			
	A	B	C	D
Total years teaching experience*	16	14	35	20
Years as a principal	5	9	22	13
Has completed graduate work in Education	yes	yes	yes	yes

\*total years experience includes years as a principal

#### THE RESEARCH PROCEDURE

This section describes the research procedure used in the study, observational period, preliminary information obtained, and procedures used for collecting and recording the data.

##### Research Method

The primary research method used in this study was participant observation. McCall and Simmons (1969:3) define participant observation as

. . . a characteristic blend or combination of methods and techniques that . . . involves some amount of genuinely social interaction in the field with the subjects of the study, some formal and a great deal of informal interviewing, some systematic counting, some collection of documents and artifacts and open-endedness in the direction the study takes.

Schwartz and Schwartz (1969:91) define participant observation as follows:

. . . a process in which the observer's presence in the total situation is maintained for the purpose of scientific investigation. The observer is in a face-to-face relationship with the observed and, by participating with them in their natural life setting, he gathers data.

Lutz and Iannaccone (1969:108) elaborate on the participant observation method by describing three roles an observer could use in an observational study: (1) observer as a participant; (2) observer as a limited participant; and (3) observer as a non-participant. The role of the observer in this study was non-participant. Lutz and Iannaccone (1969:112) describe this role "as one that makes every effort not to impinge upon the social system." The intent of the researcher was to observe the activity and to objectively interpret and record data in a manner so as not to distort the true meaning of the activity.

Lutz and Iannaccone (1969:115) note both the advantages and disadvantages of the non-participant observation method. Advantages include:

1. The researcher is not bound by preconceived hypotheses.

2. The information collected and recorded is wide and varied but constantly appraised to direct further data collection.
3. The observational categories can be modified to improve data collection and more clearly describe the activities being performed.
4. The researcher has the freedom to explain his data.

Several other advantages of this method relative to this study include:

1. The principal is being observed in his natural environment.
2. It allows entire events to be recorded.
3. Detailed descriptions of the principal's task performance is made possible.
4. The day-to-day routine of the principal is directly observed and recorded.

Some of the disadvantages referred to by Lutz and Iannaccone (1969:116) were:

1. The method is expensive in terms of time and money.
2. The researcher is susceptible to selective bias of the role and may not be able to accurately report what he sees.
3. Bias is difficult to control in data analysis.

Mintzberg (1973:228), too, offers possible problems with non-participant observation. He states that "the researcher must be present at all times; as a result, the sample size is limited." Another problem identified by Mintzberg is that "the researcher may be excluded from some confidential work." This implies that the observer might not be allowed to view certain aspects of the subject's work.

Also, Mintzberg suggested, "the observer may have difficulty understanding some of what he sees."

On balance, however, Mintzberg concludes that the presence of an observer does not interfere significantly with the performance of a manager's work. From his observational studies (1973:269), he states that

. . . The basic events of any manager's week are not subject to major change simply because the researcher is present. Scheduled meetings, . . . incoming telephone calls and mail are not influenced by the presence of the observer.

Mintzberg (1973:270) goes on to say that "since this was a study of work activity, . . . the effects of the presence of the observer were inconsequential." Peterson (1978) and O'Dempsey (1976) also conclude from their observational studies of school principals that their subjects quickly grew accustomed to their presence. The researcher concluded from observations made during the pilot study that the presence of the observer had little or no effect on the work activity of the principals.

To help minimize the effect of the presence of the observer in this study, an attempt was made to establish a good working relationship with each principal. The researcher also indicated that he was interested in observing and understanding the legitimate activities principals engaged in, not in evaluating performance of these activities. Each principal was fully informed of the purpose of the study and guaranteed anonymity in the research report.

The researcher solicited general observations from a number of staff members in each school concerning the kinds of activities in which principals engaged. There was little evidence that any principal's activities during the period of observation varied from those at other times. While this validity check was not conducted scientifically, sufficient evidence emerged to suggest that each principal performed his day-to-day activities in normal fashion.

#### Observational Period

Each of the four regional high school principals was observed for a period of four school days. This offered the researcher approximately 27 observational hours for each principal. The total observational time was 109.73 hours. Observations took place during the months of April and May, 1980. A detailed schedule of the observational days spent with each principal is included in Appendix C.

#### Preliminary Information

During an interview with each principal, preliminary information was obtained. This interview took place on the first observational day, prior to the recording of actual observations. Material gathered included information on the principal himself and on the school he was administering. Information collected on principals included qualifications, training in educational administration, teaching experience, and administrative experience. Information obtained on the



school included size of the student population, and the size and make-up of the teaching staff and the support staff. This interview, and the information obtained from it, helped the researcher become acquainted with the principal and develop an understanding of how each school functioned. The information sheet used to obtain this information is included in Appendix D.

#### Data Collection and Recording

Data were obtained by observing each regional high school principal as he performed his daily activities during school hours. Each principal was followed every minute of each observational period. Detailed observational notes were kept by the observer for the purpose of obtaining a detailed log of each principal's in-school activities. This log showed each activity engaged in by the principal; with whom; the medium used; who initiated the activity; what the purpose was; where it took place; and how long it lasted. The amount of detail recorded depended on the importance of the activity taking place. Every attempt was made by the researcher to ensure that all data was recorded in the proper context so as to obtain the true meaning of a given activity. It was the aim of the observer to record everything of consequence, no matter how brief.

To help explain the function of the observational notes in the data collecting procedure, an extract from part

of a Wednesday morning for Principal B is presented here-with.

- 8:50 - a teacher dropped into the office to mention the sale of yearbooks to students and briefly discuss the price of the book this year (3 min.).
- 8:53 - several students drop by the office to check on the possibility of getting the student parking lot cleaned and repaired (3 min.).
- 8:56 - the principal goes to the outer office to get files on a student. He also requests this student to come to the office, using the intercom (1 min.).
- 8:57 - a teacher drops by the office to verify arrangements for transportation of students who are going on a field trip (1 min.).
- 8:58 - the physical education teacher drops by the principal's office to drop off a donation from an athletic association to be used for picture framing (1 min.).
- 8:59 - the principal is alone at his desk, reading a letter of recommendation he wrote yesterday for a student (1 min.).
- 9:00 - the student whom the principal requested to come to the office arrived. A discussion concerning the student's persistent absenteeism followed (16 min.).
- 9:03 - the meeting with the student is briefly interrupted by a teacher who dropped by to check on the whereabouts of a student who is not in class (same student the principal is presently seeing) (1 min.).
- 9:05 - the principal called the student's mother and explained to her the seriousness of her son's persistent absenteeism and the discipline being given to him (7 min.).
- 9:24 - the student, who is leaving the office, requests and is given a late slip to return to class (1 min.).

- 9:25 - while in the outer office giving the student a late slip, the principal gives his secretary the letter of recommendation to be typed.
- 9:26 - the principal drops into the corridor to mention the condition of the student parking lot to the janitor (1 min.).
- 9:27 - the principal is still in the outer office giving another student a late slip. The student arrived at school late this morning (1 min.).
- 9:28 - the principal returned to his office. He writes a letter to the parent he phoned earlier, formally telling her of the discipline her son has received (19 min.).
- 9:38 - the secretary dropped into the office to check on the address where the letter of recommendation is to be sent (1 min.).
- 9:44 - the principal received a call from the school's guidance counsellor concerning the placement of students coming from the feeder schools in September (2 min.).
- 9:52 - the principal requests the secretary to come to the office to get the letter to be typed and sent to a parent. He also wants a copy of the letter to be sent to the Superintendent (1 min.).
- 9:53 - the principal went to the outer office where he chatted with several teachers about the "Fun Run" the students are taking part in next week (5 min.).

The next step in the data recording procedure was construction of a detailed chronology record (adapted from Mintzberg, 1973:232) which showed a continuous picture of a principal's daily in-school activities. Information presented in the chronology records included: (a) time; (b) medium; (c) purpose; (d) participants; (e) initiator; (f) duration; and (g) location.

Table 4 presents the chronology record for the observational notes just presented on Principal B. It shows the distribution of in-school activities which characterized the principal's work.

#### ANALYSIS OF DATA

As mentioned earlier, the data for this study were obtained during visits to schools, during which time the principal was followed wherever he went. Observational notes were taken for the purpose of describing the tasks engaged in.

A chronology record constructed, using the observational notes, facilitated a thorough description of each principal's in-school activities in terms of:

1. the purposes of the activities of these regional high school principals;
2. the frequency of and the proportion of time devoted to the various categories of activity engaged in by these principals;
3. the medium used in these activities;
4. the initiator of the activities;
5. the location of the activity within the school.

In describing the purposes of the in-school activities, the activities observed were categorized as follows:

1. student activities;
2. curricular and instructional activities;
3. teacher activities;

TABLE 4

## Sample Chronology Record for Principal B.

Time	Medium	Purpose	Participants	Initiator	Duration (in mins.)	Location
8:50	UM	yearbook sales	teacher	other	3	office
8:53	UM	parking lot condition	students	other	3	office
8:56	Tour	get files on student	alone	self	1	outer office
8:57	UM	field trip transportation	teacher	other	1	office
8:58	UM	athletic group donation	teacher	other	1	office
8:59	Dwk.	recommendation: student	alone	self	1	office
9:00	UM	discipline: absenteeism	student	self	16	office
9:03	UM	student absence	teacher	other	1	office
9:05	Call	discipline given son	parent	self	7	office
9:24	UM	late slip	student	other	1	outer office
9:25	UM	letter to be typed	secretary	self	1	outer office
9:26	UM	parking lot condition	janitor	self	1	corridor
9:27	UM	late slip	student	other	1	outer office
9:28	Corr.	discipline given son	parent	self	19	office
9:38	UM	check address	secretary	other	1	office
9:44	Call	student placement	teacher	other	2	office
9:52	UM	letter to be typed	secretary	self	1	office
9:53	UM	discuss "Fun Run"	teachers	self	5	outer office

Key: UM = Unscheduled Meeting; Dwk. = Deskwork; Call = Telephone Call; Corr. = Correspondence.

4. activities involving other principals, central office staff, and officials of the Department of Education;
5. activities involving parents and the community;
6. school management activities.

A composite profile was also constructed using the data gathered on all four principals. It presents aggregate and composite data on each principal, each category of activity, the medium used, the initiator, and where the activities took place.

Findings are presented in tables, using simple calculations and percentages. Graphs are used to illustrate proportions of total time spent by category of activity, medium, initiator, and location. The graphs and tables presenting the data provide a general picture as to the in-school activities which comprise the daily work of these principals.

#### PILOT STUDY

A pilot study was conducted to observe, identify, and describe the pattern of in-school activities comprising the daily work of two central high school principals. During the month of March, one full day was spent with a central high school principal in each of an urban and a rural setting. The basic purpose of this pilot study was to test the efficiency and appropriateness of the observa-

tional and recording techniques. It also provided an opportunity for testing both the interview schedule and the procedures to be used in the analysis of data.

Since pilot study observations were recorded in detailed observational notes, it was possible to apply the same coding and analysis techniques to them that would be used in the main study. No major problems were identified during the pilot study. Hence, no changes were made in the observational and recording techniques. Only minor modifications were made in the categorization of the activities.

Possibly the greatest advantage of this pilot study was that it gave the researcher an opportunity to use the observational method and become adept in recording and analyzing observational data. The pilot study also helped the researcher conclude that principals did not significantly alter or modify their behavior in his presence. This was also verified by staff teachers who were asked if the principal's behavior was significantly altered or modified by this presence.

In summary, the pilot study provided an opportunity to use the observational and recording techniques, make adjustments where necessary, and verify the belief that the presence of the observer had no significant effect on the behavior of the principal.

## SUMMARY

The researcher observed four regional high school principals, each for a period of four school days. Non-participant observation was the method utilized to obtain data. Detailed observational notes were taken on each in-school activity a principal engaged in. These observational notes were recorded and then analyzed according to: (a) category of activity; (b) frequency and duration; (c) medium; (d) initiator; and (e) location. Findings are presented in Chapter IV using appropriate tables and graphs.



## CHAPTER IV

### DESCRIPTION AND ANALYSIS OF THE OBSERVATIONAL DATA

This chapter presents an analysis of the data generated through observation of four regional high school principals, each for a period of four days. The first section provides a composite view of the proportion of total working time devoted to each category of in-school activity. Sections two to seven provide descriptive and analytical information concerning each category of activity, the medium used in the activity, the initiator of the activity, and where the activity took place in the school.

#### IN-SCHOOL ACTIVITIES OF FOUR REGIONAL HIGH SCHOOL PRINCIPALS: A COMPOSITE PROFILE

This section presents a composite profile of the in-school activities of the principals.

##### Number of Activities Observed and the Time Spent on these Activities

Data presented in Table 5 depict total number of observed activities and total time spent on these activities for each of the four regional high school principals. The aggregate data for the total activities observed and the total time for these activities are given in the final column of this table.

TABLE 5

Analysis of Total number of Activities Observed and  
Total Time Spent on these Activities by Four  
Regional High School Principals

	Principals				Total
	A	B	C	D	
Number of Activities	375	403	441	349	1568
Average number per day	93.8	100.8	110.3	87.3	98
Total time (hours)	26.17	29.57	27.04	26.95	109.73
Average time per day (hours)	6.54	7.39	6.76	6.74	6.86
Average duration per activity (minutes)	4.19	4.40	3.68	4.63	4.20

A total of 1568 in-school activities were identified during the 109.73 observational hours. The average number of activities per day was 98, while the average time per day spent on these activities was 6.86 hours. It must be clearly understood that the 6.86 hours per day encompasses only the time spent on "in-school activities." Time spent working on school related matters outside the school is not included in this time. Each activity's average duration was 4.2 minutes.

The average number of in-school activities per day for each principal ranged from a low of 87.3 for Principal

D to a high of 110.3 for Principal C. Principal B spent an average of 7.39 hours per day on these activities, Principal A, 6.54 hours per day, and Principals C and D, 6.76 and 6.74 hours per day, respectively. Average duration of each activity varied only slightly for each principal, from a low of 3.68 minutes for Principal C to a high of 4.63 minutes for Principal D.

Categories of Activity: A Composite View

Table 6 provides information on the total number of activities observed and the time spent on these activities for each category of activity.

The category with the greatest number of activities was school management--447. However, these activities had the shortest average duration--2.91 minutes. Large numbers of activities were identified as "student activities" and "teacher activities," 340 and 389, respectively. The average time per day devoted to each of these categories was just over 1.5 hours, while the average duration per activity was 4.29 minutes for student activities and 3.72 minutes for teacher activities. Curricular and instructional activities averaged only 4.5 per day. However, this category of activity had the longest duration per activity--15.15 minutes. The average number of activities involving other principals, central office staff, and officials of the Department of Education was 8.4 per day with an average duration of five minutes per activity. Activities involving

TABLE 6

Analysis of Total Number of Activities Observed and Total Time Spent on these Activities for Each Category of Activity

	Category						Total
	1	2	3	4	5	6	
Number of activities	340	72	389	135	185	447	1568
Average number per day	21.3	4.5	24.3	8.4	11.6	27.9	98
Total time (hours)	24.30	18.19	24.15	11.27	10.17	21.65	109.73
Average time per day (hours)	1.52	1.14	1.51	.70	.64	1.35	6.86
Average duration per activity (minutes)	4.29	15.15	3.72	5.00	3.30	2.91	4.20

Key: 1 = Student Activities

2 = Curricular and Instructional Activities

3 = Teacher Activities

4 = Activities Involving Other Principals, Central Office Staff, and Officials of the Department of Education

5 = Activities Involving Parents and the Community

6 = School Management Activities

parents and the community, 11.6 per day, had an average duration of 3.3 minutes per activity..

Information presented in Figure 4 illustrates the proportion of total observed activities spent on each category of activity. The greatest proportion of total observed activities, 28.5 per cent, was spent on school management activities. Teacher activities accounted for 24.8 per cent of the total activities observed, while 21.7 per cent were student activities. Lesser proportions of the total activities were spent on curricular and instructional activities, 4.6 per cent; activities involving other principals, central office staff, and officials of the Department of Education, 8.6 per cent; and activities involving parents and the community, 11.8 per cent.

Data presented in Figure 5 show the proportions of total time spent on the observed activities for each category of activity. It can be seen from these data that student activities and teacher activities each occupied approximately 22 per cent of the total time. School management activities took 19.7 per cent and curricular and instructional activities, 16.6 per cent. Approximately ten per cent of the total time was spent on both activities involving other principals, central office staff, and the Department of Education, and parents and the community.

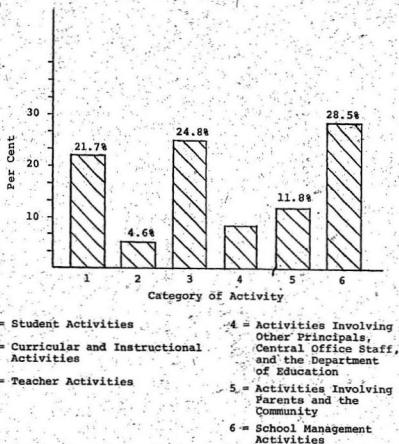


Figure 4

Proportion of Total Activities Devoted to Each Category of Activity.

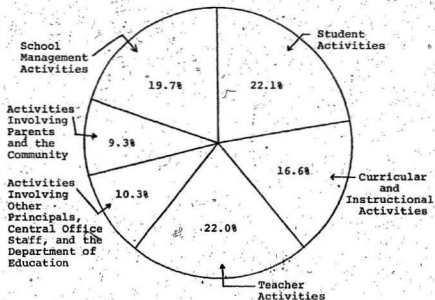


Figure 5

Proportion of Total Time Spent on Each Category of Activity

#### Medium Used: A Composite View

Data presented in Table 7 indicate the number of activities observed and the time spent on these activities according to the medium used. Unscheduled meetings were the medium used in 778 activities, with an average duration of 3.2 minutes per activity. Scheduled meetings were considerably fewer in number (30 compared with 778) and much longer in duration (on average 44.72 minutes compared with 3.2 minutes) than unscheduled meetings. Deskwork accounted

TABLE 7

Analysis of Total Number of Activities Observed and Total Time  
Spent on these Activities by the Medium Used in Each Activity

	Medium							Total
	SM	UM	Calls	Corr.	Dwk.	Tours	Intcm.	
Number of activities	30	778	233	110	301	70	46	1568
Average number per day	1.9	48.6	14.6	6.9	18.8	4.4	2.9	98
Total time (hours)	22.36	41.43	12.48	5.44	21.37	5.15	1.50	109.73
Average time per day (hours)	1.40	2.60	.78	.34	1.34	.32	.09	6.86
Average duration per activity (minutes)	44.72	3.20	3.21	2.97	4.26	4.41	1.96	4.20

Key: SM = Scheduled Meetings

Dwk. = Deskwork

UM = Unscheduled Meetings

Intcm. = Intercommunications System

Corr. = Correspondence



for 301 activities, with an average duration of 4.26 minutes per activity. Telephone calls averaged 14.6 per day, each call lasting an average of 3.21 minutes. One hundred ten activities involving correspondence were engaged in. These activities averaged a total time per day of .34 hours. An average of 4.4 tours were taken each day, lasting 4.41 minutes per tour. Each principal averaged 2.9 calls on the intercommunication system each day, averaging 1.96 minutes.

Figure 6 illustrates the proportion of time using each medium. Unscheduled meetings were the medium used for 37.7 per cent of the total time. Scheduled meetings and deskwork each occupied approximately 20 per cent of this time. The proportion of the total time spent on telephone calls was 11.4 per cent, while each of correspondence, tours, and intercommunication system occupied five per cent or less of the total in-school activity time.

#### Initiator: A Composite View

Table 8 analyzes the total number of activities observed and the total time spent on these activities according to the initiator of each activity.

The average number of activities initiated by the regional high school principal was 56.4 per day, while 41.6 activities per day were initiated by other individuals. The average duration of these activities varied from 5.24 minutes per activity for activities initiated by the principal

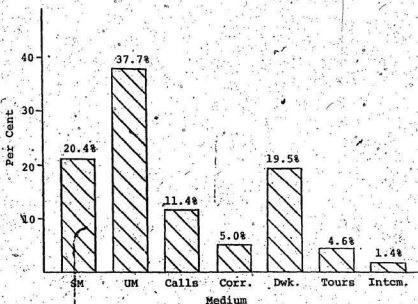


Figure 6

Proportion of Total Time Spent Using Each Medium

to 2.78 minutes per activity for activities initiated by other individuals.

The information contained in Figure 7 shows that the proportion of total in-school time spent on activities initiated by the regional high school principal was 71.9 per cent. The remaining proportion of this time was devoted to activities initiated by other individuals.

TABLE 8

Analysis of Total Number of Activities Observed and Total Time Spent on these Activities (1) Initiated by the Regional High School Principal and (2) Initiated by Others

	Initiator		Total
	Self	Other	
Number of Activities	903	665	1568
Average number per day	56.4	41.6	98
Total time (hours)	78.93	30.80	109.73
Average time per day (hours)	4.93	1.93	6.86
Average duration per activity (minutes)	5.24	2.78	4.20

Location: A Composite View

Table 9 presents data on the location of all observed activities within the school and the time spent at each location. The greatest number of activities per day took place in the principal's office, an average of 62.9 per day, with an average duration of 3.84 minutes per activity. About 20 activities, with an average duration of 2.03 minutes per activity, took place each day in the outer office. Activities which took place in the conference room were few, just six, but were of longer duration.

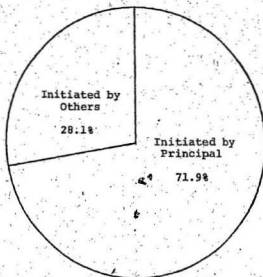


Figure 7

Proportion of Total Time Spent on Activities (1) Initiated by the Regional High School Principal and (2) Initiated by Others.

over 75 minutes per activity.. The classroom and the staff-room both averaged 2.3 activities per day. However, the average duration of each activity which occurred in the classroom was 18.05 minutes but only 8.63 minutes per activity in the staffroom. Each day averaged 4.7 activities in the corridor, each activity having an average duration of 3.37 minutes. A total of 72 activities occurred at other locations in the school such as the vice-principal's office,

TABLE 9

Analysis of Total Number of Activities Observed and Total Time Spent on these Activities by Location of the Activity in the School

	Location							Total
	Office	Ot. Off.	Conf. Rm.	Cl. Rm.	Stf. Rm.	Cor.	Other	
Number of activities	1006	335	6	37	37	75	72	1568
Average number per day	62.9	20.9	.4	2.3	2.3	4.7	4.5	98
Total time (hours)	64.38	11.35	7.76	11.13	5.32	4.21	5.58	109.73
Average time per day (hours)	4.02	.71	.49	.70	.33	.26	.35	6.86
Average duration per activity (minutes)	3.84	2.03	77.60	18.05	8.63	3.37	4.65	4.20

Key: Office = Principal's Office

Stf. Rm. = Staff

Ot. Off. = Outer Office

Cor. = Corridor

Conf. Rm. = Conference Room

Other = Vice-Principal's Office, Furnace Room, Janitor's Room, Cafeteria, Media Center

Cl. Rm. = Classroom

furnace room, janitor's room, cafeteria, and media center. The average duration of activities occurring at these locations was 4.65 minutes per activity.

The information illustrated in Figure 8 shows the proportion of total time spent at various locations in the school. The graph clearly indicates that the greatest proportion of total time was spent in the principal's office, almost 60 per cent. Just over 10 per cent of this time was

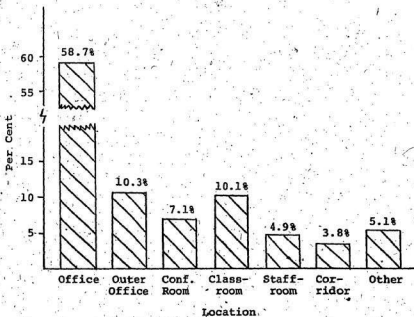


Figure 8

Proportion of Total Time Spent at Various Locations within the School.

spent in the outer office and in classrooms. About seven per cent of the time was spent in the conference room and about five per cent each in the corridor, staffroom, and at other locations.

### Summary

This section has presented aggregate and composite data on the in-school activities of principals. The principals spent approximately 45 per cent of their time on student and teacher activities. Unscheduled meetings occupied the greatest proportion of time by a medium, 37.7 per cent. The majority of time was spent on activities initiated by the principal, 71.9 per cent. The principals spent the greatest proportion of their time, 58.7 per cent, in their office.

## STUDENT ACTIVITIES

This section provides a detailed analysis of the time spent on in-school student activities by principals. It illustrates the kinds of activities engaged in, and the proportion of time devoted to each. It also analyzes student activities according to the medium used, the Initiator, and the location at which they took place within the school.

### Frequency of Activities

Table 10 presents data for time spent on student activities by each principal. These activities include time

spent on teaching, discipline, guidance, supervision, as well as routine matters.

TABLE 10

Frequency of and Time Spent on Student Activities

	Principals				Total
	A	B	C	D	
Number of activities	78	87	96	79	340
Average number per day	19.5	21.8	24	19.8	21.3
Total time (hours)	8.43	4.97	4.95	5.95	24.30
Average time per day (hours)	2.11	1.24	1.24	1.49	1.52
Average duration per activity (minutes)	6.49	3.43	3.09	4.52	4.29

The average number of student activities per day for each principal varied from a low of 19.5 for Principal A to a high of 24 for Principal C. The average time spent on student activities varied from 1.24 hours for Principals B and C, to 2.11 hours for Principal A, per day. Average duration of each student activity ranged from a low of 3.09 minutes for Principal C to a high of 6.49 minutes for Principal A.



### Kinds of Activities

Illustrated in Figure 9 and in the 'total column' of Table 11 is the proportion of time spent by principals on teaching, discipline, guidance, supervision, and routine student activities. Teaching time includes time spent preparing for class as well as direct classroom contact. Routine activities include such things as making announcements and selling school supplies to students.

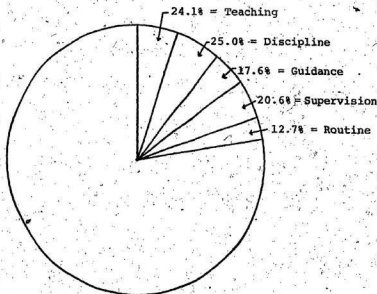


Figure 9

Proportion of Total Student Activity Time Devoted to Each Kind of Student Activity.

TABLE 11  
Analysis of Time Spent on Student Activities

Kinds of Activity	Principals								Total	
	A		B		C		D			
	N	%	N	%	N	%	N	%	N	%
Teaching	5.85	69.4	--	--	--	--	--	--	5.85	24.1
Discipline	--	--	1.90	38.2	2.18	40.4	2.00	36.6	6.08	25.0
Guidance	.73	8.7	1.70	34.2	.97	17.8	.88	16.3	4.28	17.6
Supervision	.63	7.5	.50	10.1	2.27	32.3	1.60	38.2	5.00	20.6
Routine	1.22	14.4	.87	17.5	.53	9.5	.47	8.9	3.09	12.7

N = Number of hours

% = Proportion of time

Figure 9 shows that principals spent 25 per cent of their student activity time on student discipline, 24.1 per cent on teaching, 20.6 per cent on supervision, 17.6 per cent on guidance, and 12.7 per cent on routine activities.

Data presented in Table 11 show the proportion of time spent on student activities for each of the four principals. Principal A spent 69.4 per cent of his student activity time on teaching duties. Principals B, C, and D did no teaching. Principal A spent no time, while Principals B, C, and D spent 35 to 40 per cent of their time on student discipline. The proportion of time devoted to student guidance ranged from a low of 8.7 per cent for Principal A to a high of 32.4 per cent for Principal B. Time spent on student supervision varied. Principals C and D spent about 35 per cent, while Principals A and B spent about nine per cent of student activity time on student supervision. The proportion of time spent on routine student activities ranged from 8.9 per cent for Principal D to 17.5 per cent for Principal B.

#### Medium Used

Table 12 presents data on the medium used in student activities. Principals B, C, and D spent the greatest proportion of their student activity time in unscheduled meetings, 63.4 per cent, 50.5 per cent, and 52.9 per cent, respectively. Principal A spent the greatest proportion of his student activity time, 46.5 per cent, in scheduled

TABLE 12  
Analysis of Time Spent on Each Medium Used in Student Activities

Medium	Principals												Total		
	A			B			C			D					
	N	%		N	%		N	%		N	%				N
Scheduled Meetings	3.92	46.5		.32	6.4		1.03	20.8		1.85	31.1		7.12	29.3	
Unscheduled Meetings	.82	9.7		3.16	63.7		2.50	50.5		3.15	52.9		9.63	39.6	
Telephone Calls	--	--		--	--		--	--		--	--		--	--	
Correspondence	.56	6.8		.15	3.0		--	--		--	--		.71	3.0	
Deskwork	2.53	30.0		1.12	22.5		.65	13.1		.03	.5		4.33	17.8	
Tours	.12	1.4		.02	.4		.50	10.1		.62	10.5		1.26	5.2	
Intercommunication System	.48	5.6		.20	4.0		.27	5.5		.30	5.0		1.25	5.1	

meetings. Principal C spent 20.8 per cent of his student activity time in scheduled meetings while Principal D spent 31.1 per cent:

The proportion of time spent at deskwork, relative to student activities, varied from a low of .5 per cent for Principal D to a high of 30 per cent for Principal A. Principals C and D spent approximately ten per cent of their student activity on tours while Principals A and B spent about one per cent. Each principal spent approximately five per cent of his student activity time on the intercommunication system.

#### Initiator of Activities

Table 13 gives an indication of the degree of control each principal had over the time he spent working on student activities. It illustrates the proportion of time spent on student activities that was actually controlled by the principal. The percentages show that Principals A, C, and D initiated approximately 85 per cent of the total time spent on student activities. Principal B spent 58.4 per cent of his student activity time on self-initiated activities.

#### Location of Activities

Data presented in Table 14 give a detailed description of the various locations within the school where student activities took place. Principal B spent 78.1 per cent of

TABLE 13

Proportion of Total Student Activity Time (1) Initiated by the Regional High School Principal and (2) Initiated by Others

Initiator	Principals								Total N
	A				B				
	N	%	N	%	N	%	N	%	
Self	7.40	87.8	2.07	58.4	4.05	81.8	5.50	92.4	19.02 81.7
Other	1.03	12.2	2.90	41.6	.90	18.2	.45	7.6	5.28 18.3

TABLE 14

Analysis of the Time Spent on Student Activities by Location  
Within the School

Location	Principals								Total	
	A		B		C		D			
	N	%	N	%	N	%	N	%	N	%
Principal's Office	4.17	49.4	3.88	78.1	1.48	29.9	1.82	30.6	11.35	46.7
Outer Office	.16	2.0	.90	18.1	1.33	26.9	1.60	26.9	3.99	16.4
Conference Room	--	--	--	--	--	--	--	--	--	--
Classroom	3.92	46.4	.07	1.4	1.37	27.7	2.00	33.6	7.36	30.3
Staffroom	--	--	--	--	--	--	--	--	--	--
Corridor	.08	1.0	.07	1.4	.70	14.1	.53	8.9	1.38	5.7
Other	.10	1.2	.05	1.0	.07	1.4	--	--	.22	.9

his student activity time in his office, Principal A, 49.4 per cent, and Principals C and D, approximately 30 per cent. Principals C and D spent 26.9 per cent of the time in the outer office, Principal B, 18.1 per cent, and Principal C, only two per cent. Principal A spent 46.4 per cent of his student activity time in the classroom, Principals C and D approximately 30 per cent, and Principal B only .4 per cent. The proportion of time spent in the school corridors varied from a low of one per cent for Principal A to a high of 14.1 per cent for Principal C. Principals A, B, and C also spent approximately one per cent of their student activity time at other locations in the school, such as the vice-principal's office or cafeteria.

#### CURRICULAR AND INSTRUCTIONAL ACTIVITIES

This section presents data on the time spent on in-school curricular and instructional activities. It illustrates the proportion of time each principal spent on curricular and on instructional activities. It also presents and analyzes data on the medium of the activity, the initiator, and the location of the activity within the school.

##### Frequency of Activities

Table 15 demonstrates that the average number of curricular and instructional activities per day for each principal ranged from a low of three for Principal A to a



high of seven for Principal B. The average time spent on these activities per day was 1.88 hours for Principal B, 1.44 hours for Principal C, and .61 hours for Principals A and D. The average duration per activity varied from 12.25 minutes for Principal A to 16.11 minutes for Principal B.

TABLE 15

Frequency of and Time Spent on Curricular and Instructional Activities

	Principals				Total
	A	B	C	D	
Number of activities	12	28	22	10	72
Average number per day	3	7	5.5	4.5	4.5
Total time (hours)	2.45	7.52	5.77	2.45	18.19
Average time per day (hours)	.61	1.88	1.44	.61	1.12
Average duration per activity (minutes)	12.25	16.11	15.73	14.70	15.15

#### Proportion of Time

Data presented in Figure 10 show that the principals spent approximately 90 per cent of their curricular and instructional time on curricular activities and ten per cent on instructional.

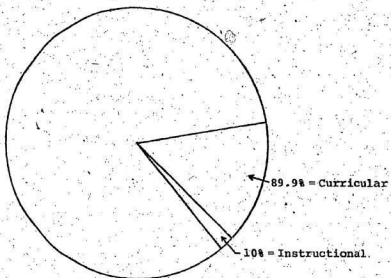


Figure 10

Proportion of Time Devoted to Curricular Activities and to Instructional Activities.

Table 16 demonstrates that Principal C devoted 100 per cent of curricular and instructional time to curricular activities. Principal A spent 84.4 per cent of this time on curricular activities, Principal B, 82 per cent, and Principal D, 95.9 per cent. The proportion of time devoted to instructional activities for each principal was 18 per cent or less.

TABLE 16  
Analysis of Time Spent on Curricular and Instructional Activities

Kinds of Activity	Principals							
	A		B		C		D	
	N	%	N	%	N	%	N	%
Curricular	2.07	84.4	6.17	82.0	5.77	100	2.35	95.9
Instructional	.38	15.6	1.35	18.0	--	--	.10	4.1
Total								
							16.36	89.9
							1.83	10.1

Medium Used

Data concerning the medium used by each of the four principals during the time spent on curricular and instructional activities are presented in Table 17. Principals A, B, and C spent the greatest proportion of the time they devoted to curricular and instructional activities in scheduled meetings (72.1 per cent, 49.9 per cent, and 59.5 per cent, respectively). Principal D was not involved in any scheduled meetings. Unscheduled meetings occupied 8.2 per cent of Principal A's curricular and instructional time, 19.7 per cent for Principal C, and approximately 40 per cent for Principals B and D. Proportion of time devoted to deskwork varied for each principal from a low of 7.5 per cent for Principal A to a high of 55.1 per cent for Principal D.

Initiator of Activities

Table 18 presents data on the proportion of time spent on curricular and instructional activities that was controlled by the principal. The data indicate that Principals C and D initiated activities that accounted for over 90 per cent of the total curricular and instructional time. Principal A initiated 79.6 per cent and Principal B, 66.1 per cent, of the time they spent on curricular and instructional activities.

TABLE 17

Analysis of Time Spent on Each Medium Used in Curricular  
and Instructional Activities

Medium	Principals								Total	
	A		B		C		D			
	N	%	N	%	N	%	N	%	N	%
Scheduled Meetings	1.77	72.1	3.75	49.9	3.43	59.5	--	--	8.95	49.2
Unscheduled Meetings	.20	8.2	2.98	39.7	1.14	19.7	1.03	42.4	5.35	29.4
Telephone Calls	.17	6.8	--	--	--	--	.07	2.7	.23	1.3
Correspondence	.13	5.4	--	--	--	--	--	--	.13	.8
Deskwork	.18	7.5	.79	10.4	1.20	20.8	1.35	55.1	3.52	19.3
Tours	--	--	--	--	--	--	--	--	--	--
Intercommunication System	--	--	--	--	--	--	--	--	--	--

TABLE 18

Proportion of Total Curricular and Instructional Activity Time (1)  
Initiated by the Regional High School Principal and  
(2) Initiated by Others

Initiator	Principals										Total	
	A		B		C		D					
	N	%	N	%	N	%	N	%	N	%		
Self	1.95	79.6	4.97	66.1	5.22	90.5	2.33	95.2	14.47	79.6		
Other	.50	20.4	2.55	33.9	.55	9.5	.12	4.8	3.72	20.4		

### Location of Activities

Presented in Table 19 are data on the proportion of time spent on curricular and instructional activities at various locations within the school. Principal A spent almost 100 per cent of this time in his office. Principal D spent 74.1 per cent of this time in his office while Principals B and C spent approximately 48 per cent of this time in this location. Nearly 50 per cent of the time Principal B spent on curricular and instructional activities was spent in the conference room, compared with 44.5 per cent for Principal C. Principal D spent approximately 25 per cent of his curricular and instructional activity time in a classroom.

### TEACHER ACTIVITIES

This section provides an analysis of time spent on in-school teacher activities by the principals. It describes the kinds of teacher activities engaged in, the medium used in the activity, the initiator of the activity, and where the activity took place within the school.

### Frequency of Activities

Presented in Table 20 are data on the teacher activities of principals. The average number of such activities per day varied from a low of 21.5 for Principal B to a high of 27 for Principal D. The average duration

TABLE 19

Analysis of Time Spent on Curricular and Instructional Activities  
by Location Within the School

Location	Principals								Total	
	A		B		C		D			
	N	%	N	%	N	%	N	%	N	%
Principal's Office	2.43	99.3	3.58	47.7	2.85	49.4	1.82	74.1	10.68	58.8
Outer Office	--	--	--	--	--	--	--	--	7.5	--
Conference Room	--	--	3.75	49.2	2.57	44.5	--	--	6.32	34.7
Classroom	--	--	.04	4	--	--	.63	25.9	.67	3.7
Staffroom	--	--	--	--	--	--	--	--	--	--
Corridor	--	--	--	--	--	--	--	--	--	--
Other	.02	.7	.15	2.0	.35	6.1	--	--	.52	2.8



of these teacher activities was approximately 4.25 minutes per activity for Principals A, B, and D, but only 2.43 minutes per activity for Principal C.

TABLE 20  
Frequency of and Time Spent on Teacher Activities

	Principals				Total
	A	B	C	D	
Number of activities	95	86	108	100	389
Average number per day	23.8	21.5	27	25	24.3
Total time (hours)	6.83	5.98	4.38	6.96	24.15
Average time per day (hours)	1.71	1.50	1.10	1.74	1.51
Average duration per activity (minutes)	4.32	4.17	2.43	4.17	3.72

#### Kinds of Activities

Figure 11 and Table 21 indicate the proportion of teacher activity time spent on student discipline, student supervision, scheduling, student performance, and routine activities. Routine teacher activities include such things as receiving and disseminating information about school, community and professional matters.

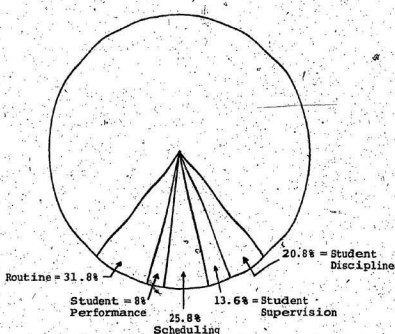


Figure 11

Proportion of Total Teacher Activity Time Devoted to Each Kind of Teacher Activity.

Figure 11 shows that the principals spent 20.8 per cent of their teacher activity time on student discipline. These principals spent 13.6 per cent of their teacher activity time on student supervision, 25.8 per cent on scheduling, and eight per cent on student performance. Routine activities occupied 31.8 per cent of the time spent

TABLE 21

## Analysis of Time Spent on Teacher Activities

Kinds of Activity	Principals								Total	
	A		B		C		D			
	N	%	N	%	N	%	N	%	N	%
Student Discipline	.02	.3	1.73	29.0	.68	15.6	2.60	37.4	5.03	20.8
Student Supervision	.25	3.7	1.43	24.0	1.08	24.7	.52	7.4	3.28	13.6
Scheduling	2.38	34.8	.82	13.6	.90	20.5	2.12	30.5	6.22	25.8
Student Performance	.35	5.1	.62	10.3	.40	9.1	.57	8.2	1.94	8.0
Routine	3.83	56.1	1.38	23.1	1.32	30.1	1.15	16.5	7.68	31.8

on teacher activities.

Table 21 presents data on the proportion of time spent on these activities. The proportion of teacher activity time spent on student discipline varied from a low of only .3 per cent for Principal A to a high of 37.4 per cent for Principal D. Principals B and C spent about 25 per cent of their teacher activity time on student supervision while Principals A and D spent about five per cent. Scheduling occupied 34.8 per cent of teacher activity time for Principal A, 30.5 per cent for Principal D, 20.5 per cent for Principal C and 13.6 per cent for Principal B. The proportion of time spent on student performance for each principal ranged from five to ten per cent. Routine teacher activities occupied the greatest proportion of teacher activity time for Principals A and C (56.1 and 30.1 per cent, respectively. Principal B spent 23.1 per cent and Principal D, 16.5 per cent of their teacher activity time on routine activities.

#### Medium Used

Table 22 demonstrates that Principals A, B, C, and D spent the greatest proportion of their teacher activity time in unscheduled meetings, approximately 75 to 80 per cent. The proportion of time spent in scheduled meetings for each principal ranged from a low of only 1.9 per cent for Principal C to a high of 18.5 per cent for Principal D. The proportion of teacher activity time spent on telephone

TABLE 22

Analysis of Time Spent on Each Medium Used in Teacher Activities

Medium	Principals								Total	
	A		B		C		D			
	N	%	N	%	N	%	N	%	N	%
Scheduled Meetings	1.03	15.1	.35	5.8	.08	1.9	1.29	18.5	2.75	11.4
Unscheduled Meetings	5.13	75.1	4.88	81.6	3.40	77.6	5.22	75.0	18.63	77.1
Telephone Calls	.12	1.7	.18	3.1	.06	1.5	.08	1.2	.44	1.9
Correspondence	--	--	--	--	--	--	--	--	--	--
Deskwork	.42	6.1	.17	2.8	.17	3.8	.15	2.2	.91	3.7
Tours	.13	2.0	.38	6.4	.47	10.6	.22	3.1	1.20	5.0
Intercommunication System	--	--	.02	.3	.20	4.6	--	--	.22	.9

calls by each principal was approximately two per cent. The proportion of time at deskwork for each principal ranged from two to six per cent while the proportion of time spent touring the school ranged from two to ten per cent. Only Principals B and C spent any teacher activity time on the intercommunications system (.3 and 4.6 per cent, respectively).

#### Initiator of Activities

Table 23 shows that Principal A initiated activities that accounted for almost 80 per cent of the time spent on teacher activities. Principals B and D initiated activities accounting for just over 60 per cent of this time. The comparable percentage for Principal C was 27.9.

#### Location of Activities

The data presented in Table 24 shows that the proportion of teacher activity time spent in the office varied from a low of 20.4 per cent for Principal D to a high of 49.8 per cent for Principal C. Principals C and D spent about 23 per cent of this time in the outer office, Principal B, 10.9 per cent, and Principal A, only 2.2 per cent. Principal C did not spend any of this time in the classroom. Principals A, B, and D spent 15.4 per cent, 6.4 per cent, and 24 per cent respectively in the classroom. Principal A spent just over 50 per cent of his teacher activity time in the classroom while Principals B, C, and D were more consistent, each spending approximately ten per cent of this

TABLE 23

Proportion of Total Teacher Activity Time (1) Initiated by the Regional High School Principal and (2) Initiated by Others

Initiator	Principals								Total	
	A		B		C		D			
	N	%	N	%	N	%	N	%	N	%
Self	5.43	79.5	3.65	61.0	1.22	27.9	4.44	63.8	14.74	61.0
Other	1.40	21.5	2.33	39.0	3.16	72.1	2.52	36.2	9.41	39.0

TABLE 24  
Analysis of the Time Spent on Teacher Activities by Location  
Within the School

Location	Principals										Total
	A		B		C		D		N	%	
	N	%	N	%	N	%	N	%			
Principal's Office	1.87	27.4	2.90	48.5	2.18	49.8	1.42	20.4	8.37	34.7	
Outer Office	.15	2.2	.65	10.9	1.02	23.3	1.55	22.3	3.37	14.0	
Conference Room	--	--	--	--	--	--	--	--	--	--	
Classroom	1.05	15.4	.38	6.4	--	--	1.67	24.0	3.10	12.8	
Staffroom	3.48	50.9	.63	10.5	.38	8.7	.83	11.9	5.32	22.0	
Corridor	.03	.4	.10	1.6	.47	10.6	.12	1.7	.72	3.0	
Outer	.25	3.7	1.32	22.1	.30	7.6	1.37	19.7	3.27	13.5	



time there. The proportion of this time spent in the corridor ranged from a low of .4 per cent for Principal A to a high of 10.6 per cent for Principal C. Principals B and D spent about 20 per cent and Principals A and C about five per cent, of their teacher activity time at other locations such as the vice-principal's office and cafeteria.

#### ACTIVITIES INVOLVING OTHER PRINCIPALS, CENTRAL OFFICE STAFF, AND OFFICIALS OF THE DEPARTMENT OF EDUCATION

This section presents data on time spent on activities involving other principals, central office staff, and officials of the Department of Education. It shows the proportion of time spent on activities involving these groups, the medium used in the activity, the initiator of the activity, and where the activity took place within the school.

#### Frequency of Activities

As revealed in Table 25, the number of activities per day involving other principals, central office staff and officials of the Department of Education varied from a low of 4.3 for Principal A to a high of 16.8 for Principal C. The average time spent on these activities was about .5 hours per day for Principals A, B, and D but ranged as high as 1.24 hours per day for Principal C. The average duration per activity was 8.5 minutes for Principal C but only about 4.5 minutes for Principals A, B, and D.

TABLE 25

Frequency of and Time Spent on Activities Involving  
Other Principals, Central Office Staff, and  
Officials of the Department of Education

	Principals				Total
	A	B	C	D	
Number of activities	17	20	67	31	135
Average number per day	4.3	5	16.8	7.8	8.4
Total time (hours)	1.32	2.83	4.97	2.15	11.27
Average time per day (hours)	.33	.71	1.24	.54	.70
Average duration per activity (minutes)	4.65	8.50	4.45	4.16	5.01

#### Proportion of Time

Figure 12 shows that principals spent approximately 50 per cent of this activity time working with central office staff, 45 per cent with other principals and only five per cent with officials from the Department of Education. The proportion of time devoted to activities involving other principals varied for each principal--from a low of only 2.5 per cent for Principal A to a high of 70.1 per cent for Principal C (Table 26). Principal A spent the greatest proportion of this time on activities involving central office staff, 88.6 per cent. Each

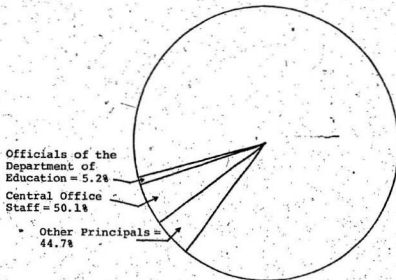


Figure 12

Proportion of Time Devoted to Activities Involving Other Principals, Central Office Staff, and Officials of the Department of Education.

principal devoted approximately five per cent of this activity time to matters involving officials of the Department of Education.

#### Medium Used

The medium used in activities involving other principals, general office staff, and officials of the Department of Education is shown by the data presented in

TABLE 26  
Analysis of Time Spent on Activities Involving Other Principals, Central Office Staff,  
and Officials of the Department of Education

Who With	Principals								Total	
	A		B		C		D			
	N	%	N	%	N	%	N	%	N	%
Other Principals	.03	2.5	.43	15.3	3.48	70.1	1.08	50.4	5.02	44.7
Central Office Staff	1.17	88.6	2.22	78.2	1.32	26.5	.95	44.2	5.66	50.1
Department of Education	.12	8.9	.18	6.5	.17	3.4	.12	5.4	.59	5.2

Table 27. Telephone calls occupied the greatest proportion of time each principal spent on this category of activity, ranging from a low of 35.3 per cent for Principal B to a high of 94.6 per cent for Principal D. Principals A and C spent approximately 30 per cent of their time on these activities in scheduled meetings. The proportion of time spent dealing with correspondence to and from these groups ranged from a low of only 5.4 per cent for Principal D to a high of 31.6 per cent for Principal A.

#### Initiator of Activities

Data presented in Table 28 show that all principals initiated over 50 per cent of the time they spent on these activities. The proportion of self-initiated activity time ranged from a low of 50.6 per cent for Principal A to a high of 82.9 per cent for Principal B.

#### Location of Activities

Table 29 presents data on the location of activities. Principals A and B spent 100 per cent of this activity time in their office, Principal D, 90.7 per cent, and Principal C, 71.1 per cent. Principal C also spent 28.9 per cent of this time in a conference room.

#### ACTIVITIES INVOLVING PARENTS AND THE COMMUNITY

This section presents data on in-school activities involving parents and community. It shows who the principals

TABLE 27

Analysis of Time Spent on Each Medium Used in Activities Involving Other Principals,  
Central Office Staff, and Officials of the Department of Education

Medium	Principals									
	A		B		C		D		Total	
	N	%	N	%	N	%	N	%	N	%
Scheduled Meetings	--	--	.98	34.7	1.43	28.9	--	--	2.41	21.4
Unscheduled Meetings	.05	3.8	--	--	.63	12.8	--	--	.68	6.1
Telephone Calls	.85	64.6	1.00	35.3	2.17	43.6	2.03	94.6	6.05	53.7
Correspondence	.42	31.6	.85	30.0	.74	14.8	.12	5.4	2.13	18.8
Deskwork	--	--	--	--	--	--	--	--	--	--
Tours	--	--	--	--	--	--	--	--	--	--
Intercommunication System	--	--	--	--	--	--	--	--	--	--

TABLE 28

Proportion of Total Activity Time Involving Other Principals, Central Office Staff, and Officials of the Department of Education (1) Initiated by the Regional High School Principals and (2) Initiated by Others

Initiator	Principals								Total	
	A		B		C		D			
	N	%	N	%	N	%	N	%	N	%
Self	.67	50.6	2.35	82.9	3.10	62.4	1.55	72.1	7.67	68.1
Other	.65	49.4	.48	17.1	1.87	37.6	.60	27.9	3.60	31.9

TABLE 29

Analysis of Time Spent on Activities Involving Other Principals, Central Office Staff, and Officials of the Department of Education by Location Within the School

Location	Principals								Total	
	A		B		C		D			
	N	%	N	%	N	%	N	%	N	%
Principal's Office	1.32	100	2.83	100	3.53	71.1	1.95	90.7	9.63	85.5
Outer Office	--	--	--	--	--	--	.12	5.4	.12	1.1
Conference Room	--	--	--	--	1.44	28.9	--	--	1.44	12.7
Classroom	--	--	--	--	--	--	--	--	--	--
Staffroom	--	--	--	--	--	--	--	--	--	--
Corridor	--	--	--	--	--	--	--	--	--	--
Other	--	--	--	--	--	--	.08	3.9	--	--



were involved with; the medium used, the initiator of the activity, and where the activity took place within the school.

#### Frequency of Activities

Presented in Table 30 are data showing frequency of time devoted to activities involving parents and community. The average number of activities per day varied from a low of 6.8 for Principal A to a high of 15 for Principal C. Principal B spent .83 hours per day on these activities, Principal D, .67 hours, Principal D, .58 hours, and Principal A, .46 hours. The average duration per activity varied from a low of 2.32 minutes for Principal C to a high of 4.11 minutes for Principal A.

TABLE 30  
Frequency of and Time Spent on Activities Involving  
Parents and the Community

	Principals				Total
	A	B	C	D	
Number of activities	27	54	60	44	185
Average number per day	6.8	13.5	15	11	11.6
Total time (hours)	1.85	3.32	2.32	2.68	10.17
Average time per day (hours)	.46	.83	.58	.67	.64
Average duration per activity (minutes)	4.11	3.69	2.32	3.66	3.30

Proportion of Time

Figure 13 indicates that over 50 per cent of this time was devoted to activities involving parents and another 25 per cent to activities involving community groups and individuals. Activities involving post-secondary institutions occupied about 12 per cent of this time while activities involving the Newfoundland Teachers' Association and manufacturers, publishers and companies each occupied about four per cent.

Presented in Table 31 are data showing who each principal was involved with in this category of activity. Principals B, C, and D spent the greatest proportion of time involved with parents (49.1 per cent, 54 percent and 77 per cent, respectively). On the other hand, Principal A devoted the greatest proportion of this time (46.7 per cent) to activities involving community groups and individuals. An average of about 20 per cent of this time for Principals B, C, and D involved activities with community groups and individuals. Activities involving post-secondary institutions occupied about 15 per cent of this time for Principals A, B, and C, but only about four per cent for Principal D. Approximately five per cent of this time was occupied by activities involving manufacturers, publishers and companies. Principals B, C, and D spent about four per cent of this time on activities involving the Newfoundland Teachers' Association.

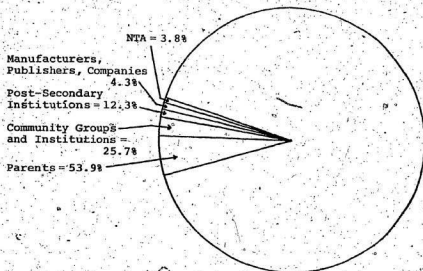


Figure 13

Proportion of Time Devoted to Activities Involving Parents and the Community.

#### Medium Used

The greatest proportion of time spent on activities involving parents and the community for Principals B, C, and D was on telephone calls (approximately 54 per cent, 66 per cent, and 46 per cent, respectively) (Table 32). Principal A spent almost equal proportions of his time, about 36 per cent, in unscheduled meetings and on the telephone. Scheduled meetings occupied 19.8 per cent of time spent on this category for Principal D, 13.6 per cent for

TABLE 31

Analysis of the Time Spent on Activities Involving Parents and the Community

Who With	Principals								Total	
	A		B		C		D			
	N	%	N	%	N	%	N	%	N	%
Parents of Students	.54	29.2	1.63	49.1	1.25	54.0	2.06	77.0	5.48	53.9
Community Groups and Individuals	.88	47.6	.92	27.7	.47	20.1	.35	13.0	2.62	25.7
Post-Secondary Institutions	.33	17.8	.45	13.6	.35	15.1	.12	4.4	1.25	12.3
Manufacturers, Publishers, Companies	.10	5.4	.17	5.1	.13	5.8	.03	1.2	.43	4.3
Newfoundland Teachers' Association	--	--	.15	4.5	.12	5.0	.12	4.4	.39	3.8

TABLE 32

Analysis of Time Spent on Each Medium Used in Activities Involving Parents and the Community

Medium	Principals								Total	
	A		B		C		D			
	N	%	N	%	N	%	N	%	N	%
Scheduled Meetings	--	--	.45	13.6	.15	6.5	.53	19.8	1.13	11.1
Unscheduled Meetings	.68	36.8	.60	18.1	.02	.7	.40	14.9	1.70	16.7
Telephone Calls	.67	36.2	1.82	54.7	1.53	66.2	1.23	45.9	5.25	51.6
Correspondence	.50	27.0	.45	13.6	.62	26.6	.52	19.4	2.09	20.6
Deskwork	--	--	--	--	--	--	--	--	--	--
Tours	--	--	--	--	--	--	--	--	--	--
Intercommunication System	--	--	--	--	--	--	--	--	--	--

Principal B, and 6.5 per cent for Principal C. The proportion of time spent dealing with correspondence to and from parents and the community for each principal ranged from a low of 13.6 per cent for Principal B to a high of 27.6 for Principal A.

#### Initiator of Activities

Percentages from Table 33 show that 55 to 60 per cent of the time spent on activities involving parents and the community for Principals B, C, and D was self-initiated. Only about 12 per cent of these activities for Principal A were self-initiated.

#### Location of Activities

Each principal spent nearly 90 per cent of the time devoted to activities involving parents and the community in their office (Table 34). Only small proportions of time were spent elsewhere--approximately six per cent in the outer office and one per cent in the corridor.

### SCHOOL MANAGEMENT ACTIVITIES

This section analyzes time spent on school management activities by the principals. As in previous sections, it shows the kinds of school management activities engaged in and the proportion of time devoted to each. It also analyzes the medium used in the activity, the initiator of the activity, and where the activity took place within the school.

TABLE 33

Proportion of Total Activity Time Involving Parents and the Community (1) Initiated by the Regional High School Principal and (2) Initiated by Others

Initiator	Principals								Total	
	A		B		C		D			
	N	%	N	%	N	%	N	%	N	%
Self	.22	11.7	1.84	55.3	.92	60.4	1.53	57.1	4.51	44.3
Other	1.63	88.3	1.48	44.7	1.40	39.6	1.15	42.9	5.66	55.7

TABLE 34

Analysis of the Time Spent on Activities Involving Parents and the Community  
by Location Within the School

Location	Principals								Total	
	A		B		C		D			
	N	%	N	%	N	%	N	%	N	%
Principal's Office	1.85	100	2.97	89.5	2.18	94.2	2.50	93.2	9.50	93.4
Outer Office	--	--	.30	9.0	.14	5.8	.15	5.6	.59	5.7
Conference Room	--	--	--	--	--	--	--	--	--	--
Classroom	--	--	--	--	--	--	--	--	--	--
Staffroom	--	--	--	--	--	--	--	--	--	--
Corridor	--	--	.05	1.5	--	--	.03	1.2	.08	.9
Other	--	--	--	--	--	--	--	--	--	--



### Frequency of Activities

Data presented in Table 35 show that the average number of school management activities for each principal ranged from a low of 21.3 per day for Principal D to a high of 36.5 for Principal A. Principals A, B, and C spent approximately 1.25 hours per day on school management activities while Principal D spent 1.69 hours per day. The average duration per activity for each principal ranged from a low of 2.17 minutes for Principal A to a high of 4.78 minutes for Principal D.

TABLE 35  
Frequency of and Time Spent on School  
Management Activities.

	Principals				Total
	A	B	C	D	
Number of activities	146	128	88	85	447
Average number per day	36.5	32	22	21.3	27.9
Total time (hours)	5.28	4.95	4.65	6.77	21.65
Average time per day (hours)	1.32	1.24	1.16	1.69	1.35
Average duration per activity (minutes)	2.17	2.32	3.17	4.78	2.91

### Kinds of Activities

Information presented in Figure 14 shows that principals spent approximately 25 per cent of their time, on school management engaging in short-term planning and scheduling, and on writing announcements, memos, and notices. Plant and equipment inspection and maintenance occupied 18.2 per cent of school management time, while completing forms, requisitions, and questionnaires involved 15.4 per cent. Filing occupied 9.8 per cent of this time while routing activities occupied only 4.2 per cent.

Table 36 presents data indicating proportion of time spent on various kinds of school management activities by each of the four principals. The proportion of time spent on short-term planning and scheduling ranged from a low of 18.3 per cent for Principal A to a high of 30.3 per cent for Principal D. Proportions of time spent on filing showed a degree of consistency among the principals, varying from 8.7 per cent for Principal D to 11.7 per cent for Principal A. Completing forms, requisitions, and questionnaires occupied about 20 per cent of school management time for Principals B and C and 11 per cent for Principals A and D. Principals A and D spent just over 25 per cent of this time on plant and equipment inspection and maintenance while Principals B and C spent about nine per cent. The proportion of time spent writing announcements, memos and notices ranged from 20.7 per cent for Principal D to 34.4 per cent for

Principal C. Each principal spent six per cent or less of this time on routine matters.

#### Medium Used

Table 37 presents data showing the medium used by each principal in school management activities. Each principal spent the greatest proportion of this time at

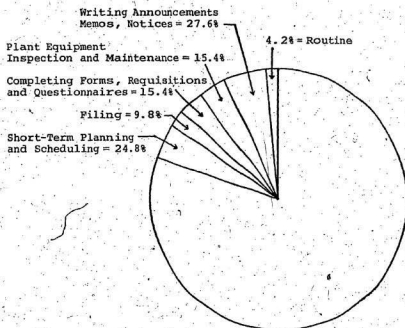


Figure 14

Proportion of Total School Management Activity Time Devoted to Each Kind of School Management Activity.

TABLE 36  
Analysis of Time Spent on School Management Activities

Kind of Activity	Principals										Total
	A		B		C		D		N	%	
	N	%	N	%	N	%	N	%			
Short-Term Planning and Scheduling	.97	18.3	1.23	24.9	1.12	24.1	2.05	30.3	5.37	24.8	
Filing	.61	11.7	.48	9.8	.43	9.3	.59	8.7	2.11	9.8	
Completing Forms, Requisitions and Questionnaires	.58	11.0	1.05	21.2	.92	19.7	.78	11.5	3.33	15.4	
Plant and Equipment Inspection and Maintenance	1.37	25.9	.37	7.4	.43	9.3	1.78	26.3	3.95	18.2	
Writing Memos, Notices and Announcements	1.43	27.1	1.55	31.3	1.60	34.4	1.40	20.7	5.98	27.6	
Routine	.32	6.0	.27	5.4	.15	3.2	.17	2.5	.91	4.2	

TABLE 37  
Analysis of the Time Spent on Each Medium Used in School Management Activities

Medium	Principals										Total	
	A		B		C		D					
	N	%	N	%	N	%	N	%	N	%	N	%
Scheduled Meetings	--	--	--	--	--	--	--	--	--	--	--	--
Unscheduled Meetings	1.63	30.9	1.92	38.7	1.25	26.9	.64	9.4	5.44	25.1		
Telephone Calls	.22	4.2	.12	2.4	.08	1.8	.08	1.2	.50	2.3		
Correspondence	.15	2.8	.16	3.4	.07	1.4	--	--	.38	1.8		
Deskwork	2.60	49.2	2.43	49.1	3.10	66.7	4.48	66.2	12.61	58.3		
Tours	.68	12.9	.32	6.4	.12	2.5	1.57	23.2	2.69	12.4		
Intercommunication System	--	--	--	--	.03	.7	--	--	.03	.1		

deskwork--just over 66 per cent for Principals C and D, and almost 50 per cent for Principals A and B. The proportion of time spent in unscheduled meetings was 38.7 per cent for Principal B, 30.9 per cent for Principal A, 26.9 per cent for Principal C, and 9.4 per cent for Principal D.

Proportion of time spent touring the school varied widely from a low of only 2.5 per cent for Principal C to a high of 23.2 per cent for Principal D. Telephone calls and correspondence as well as talking on the intercommunications system each occupied less than five per cent of the time each principal spent on school management activities.

#### Initiator of Activities

Table 38 shows the proportion of time spent on school management activities initiated by the principal. Principal D initiated activities accounting for 97.5 per cent of the time. Almost 83 per cent of this time was devoted to activities initiated by Principals B and C, and just over 75 per cent by Principal A.

#### Location of Activities

As shown in Table 39, each principal spent the greatest proportion of school management time in his office, about 73 per cent for Principals A and B, and almost 65 per cent for Principals C and D. The proportion of this time spent in the outer office ranged from a low of only 8.1 per cent for Principal D to a high of 28.6 per cent for

TABLE 38.

Proportion of School Management Activity Time (1) Initiated by the Regional High School Principal and (2) Initiated by Others

Initiator	Principals								Total	
	A		B		C		D			
	N	%	N	%	N	%	N	%	N	%
Self	3.97	75.2	4.10	82.8	3.85	82.8	6.60	97.5	18.52	85.5
Other	1.31	24.8	.85	17.2	.80	17.2	.17	2.5	3.13	14.5

TABLE 39

Analysis of the Time Spent on School Management Activities  
by Location Within the School

Location	Principals										Total
	A		B		C		D		N	%	
	N	%	N	%	N	%	N	%			
Principal's Office	3.85	72.9	3.65	73.7	3.00	64.5	4.35	64.3	14.85	68.6	
Outer Office	.75	14.2	.65	13.2	1.33	28.6	.55	8.1	3.28	15.2	
Conference Room	--	--	--	--	--	--	--	--	--	--	
Classroom	--	--	--	--	--	--	--	--	--	--	
Staffroom	--	--	--	--	--	--	--	--	--	--	
Corridor	.40	7.6	.08	1.6	.10	2.2	1.45	21.4	2.03	9.4	
Other	.28	5.3	.57	11.5	.22	4.7	.42	6.2	1.49	6.8	



Principal C. Principal D spent almost 22 per cent of the time in the corridors, Principal A, 7.6 per cent, and Principals B and C, approximately two per cent. Of the time spent on school management activities, approximately five per cent for Principals A, C, and D, and 11.5 per cent for Principal B was spent at other locations within the school.

#### SUMMARY

This chapter has presented the findings of this study. Principals observed engaged in activities characterized by short duration, varying widely in purpose, and changing with great frequency throughout the day. The findings show that the average number of activities per day was 98, while the average duration of each activity was 4.2 minutes. Student activities, teacher activities, and school management activities accounted for 75 per cent of the total activities and almost 65 per cent of the total time.

Activities involving student discipline, student supervision, and teaching occupied nearly 75 per cent of the time devoted to student activities. The principals spent approximately 90 per cent of the curricular and instructional time on curricular activities. Over 75 per cent of teacher activity time was spent on student discipline, scheduling, and routine matters. Activities involving other principals

and central office staff accounted for almost 95 per cent of the time devoted to this category of activity. Approximately 55 per cent of activities involving parents and the community were devoted to activities involving parents. Short-term planning and scheduling, and writing announcements, memos, and notices accounted for over 50 per cent of school management activity time.

The medium used varied with the activity taking place. Unscheduled meetings was the medium for almost 40 per cent of student activities, and 80 per cent of teacher activities. Almost 50 per cent of curricular and instructional activity time took place in scheduled meetings. Deskwork was common to school management activities--used almost 60 per cent of the time. Telephone calls were used just over 50 per cent of the time in activities involving other principals, central office staff, officials of the Department of Education, parents, and the community.

For each category of activity, principals initiated activities accounting for approximately 70 per cent of the time, except for activities involving parents and the community. Again principals initiated activities accounting for only 45 per cent of this time.

Principals spent almost 70 per cent of the time spent on each category of activity in the main office area, either in their own office or in the outer office. Activities occurring at other locations were related to a specific

category of activity: over 30 per cent of student activity time was spent in the classroom; almost 35 per cent of curricular and instructional activity time was spent in the conference room; and over 20 per cent of the time spent on teacher activities was spent in the staffroom.

## CHAPTER V

### SUMMARY, DISCUSSION, AND IMPLICATIONS

#### SUMMARY OF THE STUDY

The central purpose of this study was to observe, identify, and describe the daily in-school activities of regional high school principals. More specifically, this study attempted to answer the following questions:

1. What were the purposes of the activities of these regional high school principals?
2. What is the frequency of and the proportion of time devoted to the various categories of activity engaged in by these principals?
3. What was the medium used in these activities?
4. Who initiated these activities?
5. Where did these activities take place?

To answer the first of these questions, in-school activities were categorized as follows:

1. student activities;
2. curricular and instructional activities;
3. teacher activities;
4. activities involving other principals, central office staff, and officials of the Department of Education;
5. activities involving parents and the community;
6. school management activities.

The following information was obtained on each activity: purpose; persons involved; frequency; duration; medium; initiator; and location.

The review of related literature and research was structured according to the categories of activity used in this study. Findings of two related observational studies on the principalship were also included. This review illustrated that in all his actions, the principal must be an effective educational leader, a person who can give leadership, guidance, and direction to the school as an educational enterprise.

A non-participant observational method was utilized to obtain data. The four principals were observed, each for a period of four school days. Data were recorded in detailed observational notes. This facilitated construction of a detailed chronological record of what each principal did. Data were then categorized according to the categories of activity. The analysis not only described the purpose of each in-school activity, but also (1) its frequency and duration; (2) the medium used; (3) its initiator; and (4) its location in the school.

Chapter IV provided an analysis of the data. Data were presented in tables and graphs, using simple calculations and percentages. The composite data revealed that principals spent 22.1 per cent of their total in-school activity time on student activities, 16.6 per cent on curricular and

instructional activities, 22 per cent on teacher activities, 10.3 per cent on activities involving other principals, central office staff, and officials of the Department of Education, 9.3 per cent on activities involving parents and the community, and 19.7 per cent on school management activities. This means that almost 65 per cent of their time was spent on activities relating to students, teachers, and school management. These data also show that nearly 80 per cent of the time was spent in scheduled meetings, unscheduled meetings, and at deskwork. Overall, principals had a great deal of control over time spent on various activities. Over 70 per cent of this time was devoted to activities initiated by the principal. Principals spent much of their time, almost 70 per cent, in the main office area, either in their private office or the outer office.

Discipline matters occupied approximately 40 per cent of student activity time for Principals B, C, and D. Principal A spent none of his student activity time on student discipline. However, he was the only principal with any teaching duties. This occupied almost 70 per cent of his student activity time. Principal A spent over 75 per cent of this time in scheduled meetings and at deskwork. Principals B, C, and D each spent over 50 per cent of their student activity time in unscheduled meetings. Activities initiated by the principal, on the average, accounted for over 80 per cent of student activity time. Principals spent

approximately 90 per cent of this time in the office, outer office, and classroom.

Curricular activities occupied almost 90 per cent of the time spent on curricular and instructional activities. Scheduled and unscheduled meetings were the medium for these activities, accounting for almost 80 per cent of this time, while deskwork accounted for most of the remaining 20 per cent. Principals C and D both initiated over 90 per cent of the time spent on these activities, while Principals A and B initiated approximately 80 per cent and 65 per cent, respectively. Almost all of the curricular and instructional activity time was spent either in the office or in the conference room.

Student discipline, scheduling, and routine matters accounted for almost 80 per cent of the time spent on teacher activities. For each principal, approximately 80 per cent of this time was spent in unscheduled meetings. The amount of control shown by the principal over teacher activity time varied. Principal A initiated activities accounting for about 80 per cent of this time, Principals B and C, just over 60 per cent, and Principal C, only about 28 per cent. The location at which these activities took place also showed some variation among the four principals. Principal A spent just over 50 per cent of this time in the staffroom, while Principals B and C spent almost 50 per cent of this time in their office. Principal D spent approximately 20

per cent of this time in each of his office, the outer office, the classroom, and at other locations.

Principals spent nearly 95 per cent of the time devoted to activities involving other principals, central office staff and officials of the Department of Education with other principals and central office staff. Telephone calls constituted the medium used for the greatest proportion of time spent on this category of activity for each principal. The amount of control displayed by each principal varied, ranging from just over 50 per cent for Principal A to just over 80 per cent for Principal B. Principals A and B spent all of their time on this category of activity in their office. Principal D spent just over 90 per cent and Principal C, approximately 70 per cent of this time in the office.

Activities involving parents averaged approximately 50 per cent of the time on activities involving parents and the community for Principals B and C. Principal D spent 77 per cent of this time on activities involving parents, while Principal A spent only about 30 per cent. Telephone calls were the medium accounting for about 50 per cent of this time while correspondence occupied about 20 per cent. Little control was shown over the time spent on these activities. Principals initiated activities accounting for only 45 per cent of this time. Almost all time occupied by these activities, an average of over 93 per cent, was spent in the principal's office.



Short-term planning and scheduling, and writing announcements, memos, and notices occupied just over 50 per cent of the time principals spent on school management activities. Approximately 30 per cent of this time involved completing forms, requisitions, questionnaires, and plant and equipment inspection and maintenance. Unscheduled meetings, deskwork, and tours accounted for over 90 per cent of the time. Each principal initiated over 75 per cent of the time spent on these activities. The office was the location for almost 70 per cent of these activities, while another 15 per cent took place in the outer office.

The principals worked, on the average, about seven hours per day on in-school activities. They engaged in almost 100 in-school activities per day. Each activity was usually of short duration, less than five minutes. The principal spent approximately 80 per cent of his time in direct contact with various individuals including teachers, students, parents, other principals, and central office staff.

#### DISCUSSION AND IMPLICATIONS

Findings of this observational study are relatively consistent with findings of observational studies conducted by Peterson (1978) and O'Dempsey (1976). However, findings of this study show principals to be spending a greater proportion of their time on curricular and instructional

activities than did principals in these other studies (16 per cent as compared with less than ten per cent). Peterson and O'Dempsey found that principals spent 35 to 45 per cent of their time on student activities while findings of this study show principals involved with student activities 22 per cent of their time. Each of the three studies found that the general office area, either the principal's private office or the outer office, was the location at which the majority of activities took place. Each study also showed the principal as the initiator of over 60 per cent of his activities. Findings of each study also show that a principal's time is spent on a wide variety of activities, each of short duration.

The present study is pedagogically important because it has identified and described in-school activities which comprise the daily work of regional high school principals. While it is not possible to generalize from this small sample of four to the whole population of Newfoundland and Labrador regional high school principals, this composite profile may provide some insight into, and in some ways approximate, the in-school activities of the "typical" regional high school principal.

The findings reflect that the principal is required to administer his school within the legal framework stated in The Schools Act, 1970, 80(2) and in school board by-laws. This legal framework directly determines the scope of the

principal's administrative behavior. Each observed principal was at some point completing forms and checklists required by his school board or writing correspondence to formally inform the superintendent and parents of disciplinary action taken. A fire inspection checklist was completed by Principal D, while letters were written by Principals B and D informing the superintendent and parents of reasons for and length of suspensions given students. It can be concluded that the administrative behavior of the principals observed in this study was determined by the legal framework within which they operate.

These four principals also assumed the role of coordinating principal. During the observational period of this study, relatively little time was spent performing the functions of the coordinating principalship. With the exception of Principal C, little contact took place with the principals and teachers of feeder schools in respect to such things as program articulation, in-service programs, staffing, evaluation, organization, and general administration of the system.

In general, the principal deals with a large number and variety of issues and problems each day. His administrative behavior is not always planned and organized; rather it is frequently interrupted. As a result, his work tends to be characterized by abruptness and discontinuity. The multiplicity of demands on the principal's time by teachers,

students, parents, and others, are generally concerns requiring his immediate attention. The principal, therefore, has little time for long-term planning or for contemplating decisions.

As outlined in the theoretical framework, a principal's administrative behavior reflects the demands and expectations of others. What the principal does or does not do is influenced by these demands and expectations. What is also clear from this study, however, is that principals do operate with a certain degree of flexibility. They themselves have the responsibility and authority to make important decisions that are in the best interest of their school, aimed at achieving the goals and objectives of the school and school system.

Each community, or section of a community, has its own expectations for the school and the principal. The objectives, curricula, methods, and administrative policies and procedures in schools must be viewed in the context of the society and culture in which they operate. The fact that the proportion of time spent in contact with parents, community groups, and other individuals varied widely among principals may reflect varying philosophies of school-community relations and varying community expectations.

The principal occupies a central position in the school. Because of this, he often has to act as mediator and/or arbitrator in various disputes. He has to deal with

the varying demands and expectations of a number of individuals and groups both inside and outside the school system. He has to defend school and school board policy to teachers, students, parents, and all others concerned, while at the same time being personally aware of, and informing the superintendent of, the expectations and needs of these same groups. The principal also has to be aware of the political forces that surround him since these forces are often designed to control what and how he thinks, makes decisions, acts, and evaluates.

The school setting also influences a principal's administrative behavior. The size of the school may significantly determine what the principal himself does, as does the availability, interest, and ability of support staff. A principal may, for various reasons, delegate responsibilities to members of that staff, as Principal A has delegated disciplinary responsibilities to his vice-principal. Principal A only became involved when major disciplinary action such as suspension took place. Principal B delegated much of the timetabling responsibility to teachers on a timetabling committee, even though he worked closely with them in its development.

Administrative behavior of the principal also reflects his personal leadership style. Personal preferences, interests, attitudes, drive, needs, and need-dispositions all serve to influence a principal's style

and administrative behavior. The degree of autonomy granted staff members when decision making power is delegated reflects the principal's leadership style. The amount of confidence and trust displayed by the principal in his staff determines the degree to which he develops and maintains an atmosphere of support and approval. Findings of this study reflect the support which these principals have from, not only teachers, but also students, parents, and central office staff.

There is consensus in the literature that principals must possess a well developed philosophy of education, a philosophy which is child-centered--one which stresses the importance of learning. A principal who possesses a well-developed philosophy of education, one which is expounded and understood by all concerned, will inevitably generate a positive attitude toward the principalship role. Once this philosophy is clearly understood by teachers, students, parents, and others, the way will be paved for the principal to effectively and successfully accomplish what is expected of him.

Principals must have wisdom to function as an effective educational administrator. Training and experience as an administrator not only produce and develop wisdom, but are enhanced by its use. The use of wisdom, gained either through training and experience or inheritance, develops in a principal, not only the judgement to identify

a wrong, but also the courage and fortitude to do something about it. It permits the principal to judge things in their totality, not merely in parts. The complex and varied demands made on principals included in this study confirm the necessity for such attributes.

A principal must be skilled in human relations. Findings illustrate that much of the principal's time is spent in direct contact with teachers, students, parents, and formal/informal interest groups. It is also important that the principal be able to accurately and efficiently disseminate and receive information about the school and the community to and from all concerned.

To be effective, the principal must be able to plan and organize his time. It is through organization of his time that the principal will be able to take care of his lower-level management and maintenance functions, thus freeing more time for attention to higher-level, professionally-oriented functions. There are certain low-level, routine functions which must be performed: phone calls, correspondence, fire drills, attendance checks, and others. There are also functions which require the immediate attention of the principal because of their critical nature: student discipline, parent conferences, acts of vandalism, accidents, and others. If some of the routine functions can be delegated to others, and the critical functions handled efficiently, the principal will have more time available

for such professionally-oriented functions as curriculum planning, teacher conferences, classroom visits, and teacher evaluation. Perhaps we have to provide increasing amounts of clerical and administrative assistance for principals if we are to expect them to adequately fulfill these important responsibilities.

The principalship is one of the most important positions in today's school systems. The principal is the key figure in determining progress of a school. He must be able to read and direct the learning taking place in his school with a vision of the future. He must be able to plan, make decisions, organize, coordinate, communicate, influence, and evaluate with the intention of accomplishing the goals and objectives of his school and school district. The principal must maintain, justify and articulate sound, comprehensive programs of instruction to facilitate the education of our children and youth.

Even though the small sample size used in this study cautions against making generalizations, the indepth nature of the data permits a degree of confidence in describing what the nature of the "typical" Newfoundland regional high school principal's administrative behavior might be. A description of the principals' administrative behavior in terms of the in-school activities they engaged in should provide practising principals with a base against which to analyze their own practises and performances.



These findings have implications for those individuals contemplating the regional high school principalship as a profession. They describe the in-school activities he would be engaging in.

Findings of this study also seem to have implications for professional administrative and teaching groups, especially with respect to planning in-service programs for administrators. Implications may also exist for educational institutions offering training programs in the area of educational administration. The findings suggest areas to be included in courses that would provide the principal with the skills necessary to meet the challenging demands of his job.

There are also implications for further research. It is suggested that this study be replicated using other samples to determine whether the findings of this study will be repeated. It is also suggested that this study be replicated using a different population, possibly principals of central high schools, junior high schools, all-grade schools, elementary schools, or primary schools.

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## APPENDICES

## APPENDIX A

The Schools Act, 1970, 80(2): Duties of Principals

## (2) Every principal in a school shall

- (a) convene, at least one day before the commencement of school for a school year, a meeting of the teachers in his school to discuss matters affecting the organization and management of the school;
- (b) convene, at least once a month, a meeting of the teachers in his school with a view to developing uniform policies on discipline and efficiency in instruction, to discuss newer methods of instruction and to ensure that religious instruction is being given in accordance with law and the directions of the appropriate denominational authority;
- (c) report in writing to his School Board the need of apparatus, materials, repair and fuel;
- (d) report in writing to his School Board any lack of suitable arrangements for proper cleaning and for sanitary facilities and supervise the carrying out of any such arrangements in force or cause such supervision to be made;
- (e) when directed by his School Board, and as an agent of such School Board, cause all assessments imposed under this Act to be collected and a careful and accurate account of such collections to be kept;
- (f) transmit to the appropriate Superintendent, as directed from time to time by such Superintendent and on such form or forms as he may prescribe or as may be prescribed under any of the other provisions of this Act, such information relating to students and teachers and such other educational matters as the Superintendent may request and keep copies of all such information in the records of his school;
- (g) supply to his School Board such information on the operation of his school as may be requested by such School Board from time to time;

- (h) submit to the Department an annual report in respect of his school, containing such information and submitted at such time as the Minister may prescribe, and at the same time furnish the appropriate Education Committee with a copy of such report;
- (i) encourage the pupils of his school to take an interest in the cleanliness and tidiness of the grounds of the school;
- (j) order and distribute school books from the Department and promptly collect and transmit to the Department all moneys payable on account of such books;
- (k) subject to this Act, approve the admission of beginners to his school under such conditions as are prescribed by his School Board;
- (l) suspend from school any pupil in accordance with the regulations, rules and by-laws of his School Board and report forthwith in writing the facts of such suspension to his School Board;
- (m) attend, when requested by the appropriate Superintendent, meetings relating to school matters;
- (n) report promptly to his School Board the apparent outbreak of any infectious or contagious disease in his school or any unsanitary condition of the buildings or surroundings thereof;
- (o) arrange for regular fire drills in his school;
- (p) subject to paragraph (i) of Section 19, exercise responsible supervision over teaching, time-tables, examinations and promotions, methods and general discipline pursued in all the classes and over the conduct of all pupils in his school;
- (q) deliver to the Minister, or to such person as may be designated by him, when requested, deliver to the appropriate Superintendent,

when requested, or deliver to any other person on the written order of that Superintendent, when requested, any school register and other school records and furnish any information which it may be in his power to give respecting anything connected with the operation of his school or in anywise affecting its interests or condition;

- (r) arrange for the regular supervision of pupils on the premises of his school; and
- (s) subject to Section 84, maintain proper order and discipline in carrying out his duties, avoiding corporal punishment except when all other methods of enforcing discipline have failed, and then keep a record of all offences and the punishment administered, which records shall be open to inspection by the appropriate Superintendent.

## APPENDIX B



Presented here are the duties of principals as outlined in (i) Exploits Valley School Board By-Laws and (ii) Bonavista-Trinity-Placentia Integrated School Board's Handbook for Principals.

(i) Exploits Valley Integrated School Board By-Laws:

4 (6) Principals

- (a) The duties of every principal shall be in accordance with Section 80(2) of the Schools Act (Chapter 346) 1970 and amendments thereto and The Collective Agreement.
- (b) They shall also perform all responsibilities as are outlined from time to time by the Superintendent or the Co-ordinating Principal, provided however, that these duties are consistent with the Act.
- (c) They shall have jurisdiction over the school secretaries and are responsible to see that their duties are executed as per the Board's Approved Policies on Salaries and Working Conditions for Non-Teaching Employees 1974 or as amended.
- (d) They shall forward to the Superintendent a written account, including a medical report if necessary, of any accident or injury which occurs to student(s) or teacher(s) while they are under the jurisdiction of the school. This report to be made within 24 hours of the incident and to be updated weekly as long as necessary.
- (e) They shall report to the Business Manager and the proper authorities, within 24 hours, all break-ins or damage caused by vandals.

- (ii) Bonavista-Trinity-Placentia Integrated School Board's Handbook for Principals:

Principal, Duties of (Education Act, Section 80, and Board Policy)

Since the duties of the Principal as stated in The Schools Act, 1970, 80(2) are included in Appendix A, only the additional duties defined by Board Policy are included here.

Every Principal in a school shall:

- (a) convene at the beginning of the school year, a meeting of the teachers in his school to discuss matters affecting the organization and management of the school.
- (q) report in writing to the Superintendent and Co-ordinating Principal the extended absence of any teacher. Extended absences being defined as a teacher who is absent from duty five teaching days or more.
- (r) organize and provide leadership for the organization and functioning of the local Administrative Councils.

## APPENDIX C

Schedule of Days Spent with Each Regional  
High School Principal

Principal A: April 14 - Monday  
April 15 - Tuesday  
April 16 - Wednesday  
April 17 - Thursday

Principal B: April 21 - Monday  
April 22 - Tuesday  
April 23 - Wednesday  
April 28 - Monday

Principal C: April 29 - Tuesday  
April 30 - Wednesday  
May 1 - Thursday  
May 2 - Friday

Principal D: May 5 - Monday  
May 6 - Tuesday  
May 7 - Wednesday  
May 8 - Thursday

## APPENDIX D

Information Sheet

Preliminary data on the Principal and his School:

Principal: \_\_\_\_\_ School: \_\_\_\_\_

Integrated: \_\_\_\_\_ Roman Catholic: \_\_\_\_\_

1. Principal: Male \_\_\_\_\_ Female \_\_\_\_\_
2. Age of the principal: \_\_\_\_\_ years
3. Total years teaching experience:  
(including years as principal) \_\_\_\_\_
4. Total years administrative experience: \_\_\_\_\_
  - a) as a principal: \_\_\_\_\_
  - b) as vice-principal: \_\_\_\_\_
  - c) as department head: \_\_\_\_\_
5. Age of principal when appointed first principalship:  
\_\_\_\_\_
6. How many principalships have you held, including your  
present position?  
\_\_\_\_\_
7. At what levels were these principalships and what was  
the duration of each?  
\_\_\_\_\_

Primary School	_____
Elementary School	_____
Junior High School	_____
Central High School	_____
Regional High School	_____
All-grade School	_____

8. How long have you been principal of this regional high school?
- \_\_\_\_\_

9. Were you vice-principal of this school before assuming the principalship?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ If Yes, for how long: \_\_\_\_\_

10. Have you completed a graduate program in Education?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

11. If answer to 10 is Yes, in what area of education is the degree?

M.Ed. \_\_\_\_\_ Ed. Dip. \_\_\_\_\_

administration \_\_\_\_\_

curriculum \_\_\_\_\_

foundations \_\_\_\_\_

learning resources \_\_\_\_\_

guidance \_\_\_\_\_

12. If answer to 10 is No, are you presently enrolled in a graduate program in Education?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

13. Which program? M.Ed. \_\_\_\_\_ Ed. Dip. \_\_\_\_\_

14. In what area of Education are you doing your graduate work?

administration \_\_\_\_\_

curriculum \_\_\_\_\_

foundations \_\_\_\_\_

learning resources \_\_\_\_\_

guidance \_\_\_\_\_

15. What undergraduate degree(s) do you hold? \_\_\_\_\_

16. What was your major field of study for your undergraduate degree(s)?

\_\_\_\_\_

17. On the average, how many hours per week do you work at your job as principal?

\_\_\_\_\_

18. What grades are taught in your regional high school?

9-11:    10-11:   

19. What is your present enrollment?

number of boys:           

number of girls:           

20. What is the composition of your administrative staff?

number of vice-principals:           

number of department heads:           

21. What is the total number of teachers on your staff this year? (excluding vice-principal(s); including department heads)

\_\_\_\_\_

number of male teachers:           

number of female teachers:           

22. How many new teachers on your staff this year?

male           

female           

23. What is the total number of support staff for the school?

total:           

janitors



secretaries \_\_\_\_\_

cafeteria workers \_\_\_\_\_

others \_\_\_\_\_

24. Do you do any regular classroom teaching?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

25. If answer to 24 is Yes, approximately what percentage of your time is spent classroom teaching?

\_\_\_\_\_

